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ABSTRACT

Drawing from the experiences of Lansing Community College (LCC), this paper offers a rationale and model for measuring instructional quality. Section I offers background on LCC's efforts to assess the quality of its courses and curricula, and to introduce such quality assurance procedures as computer-based course syllabi, department and program reviews, and telephone surveys of students. After section II lists the tools used to measure instructional quality at LCC (e.g., external accreditation, student and graduate surveys, and standardized student evaluation of instruction), section III enumerates the criteria used in reviewing departments and programs (e.g., clear and results-oriented purpose/mission, course organization and management, external testing results, basic skills of entering students, and class visitation results). Section IV lists incentives and rewards promoting excellence and creativity, including annual distinguished faculty, administrator, and staff awards, and awards for honors and other high achieving students. Finally, section V offers evidence that LCC is effectively fulfilling its role, indicating that the college has a clear, shared, and achievable mission; and that a methodological, logical, and data-based system is used to verify progress toward excellence. The bulk of the paper consists of appendixes, presenting LCC's strategic goals, and results from the external accreditation review; department/program reviews; telephone surveys of graduates, fall term students, and transfer students; the college-wide course syllabus system; and standardized student evaluations of instruction. (JMC)

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INSTRUCTIONAL QUALITY ASSURANCE

AT LANSING COMMUNITY COLLEGE

A PANEL DISCUSSION PRESENTED AT THE

INTERNATIONAL CONFERENCE ON TEACHING EXCELLENCE

National Institute for Staff and Organizational Development (NISOD)

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INSTRUCTIONAL QUALITY ASSURANCE

at

LANSING COMMUNITY COLLEGE

LIST OF PANELISTS

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LANSING COMMUNITY COLLEGE
QUALITY EDUCATION AND TRAINING FOR THE FUTURE
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Abel B. Sykes, Jr., President, Lansing Community College

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ABSTRACT

INSTRUCTIONAL QUALITY ASSURANCE AT LANSING COMMUNITY COLLEGE

The goals of this panel presentation/discussion are to provide members of the audience with a stronger commitment to measuring instructional quality on their own campuses, an understanding of our premises, logic and tools for measuring instructional quality at Lansing Community College, and answers to "how to" and other questions that may currently be barriers to their progress in measuring and assuring quality. The presentation will also provide us, the presenters, with an opportunity to share with others what it has taken us seven years to accomplish, and challenge us with questions that will send us back to the "drawing board" to make further improvements in our system. Most important of all, our presentation has the goal of stimulating thought, discussion, and action that might help us reestablish a more widespread level of educational quality in the United States.

The content of our presentation will include, among other things, our assumptions, our procedures and criteria for conducting program reviews and surveys of graduates, transferred students, and currently enrolled students, our tools for rewarding and promoting excellence and creativity, and discussion of our commitment to being methodical in measuring instructional quality. We also will look at the outcomes of our work, and, using our own data, attempt to answer the question, "Is our college effectively fulfilling its function in our society?"

Our presentation is based on the assumptions that (1) American education lacks the quality necessary for its graduates to be competitive in the new global economic and intellectual infrastructure, that (2) it will not get better until we adopt a new (yet old) standard, EXCELLENCE, and, that (3) the adoption of excellence as our standard for the future makes it necessary for us to establish clear strategic goals, baseline data against which we can lay a criterion-marked yardstick in order to measure progress, and to have the will and courage to measure and report our progress publically. Research on Michigan by Harold Hodgkinson, national reports such as A NATION AT RISK, state high school drop-out rates, basic skills test scores in states such as New Jersey, college admission test scores, and numerous articles written by educators, psychologists, economists, and business executives all support the assumptions of our presentation. Time is running out for the U.S.; we need to get serious right now about educational quality and how we, the educators, are to be held accountable for regaining it.

Our presentation is relevant to contemporary higher education in the U.S. for the most compelling of all reasons: Survival. What we are doing to measure instructional effectiveness at Lansing Community College is not an academic exercise. On the contrary, it is an attempt to do the absolutely necessary. It is an attempt to reeestablish unimpeachable educational quality which must be accessible for all Americans -- before we fall even further behind other nations, and eventually lose, as Thomas Jefferson warned, our freedom and democracy along the way.

I. Background -- Why Seek and Attempt to Measure Instructional Quality?

Over the last several years Lansing Community College has increased its efforts to conduct data-based assessment of the quality of its courses and curricula. At the same time numerous studies have been made in both K-12 and post-secondary institutions pointing out the strengths and weaknesses of U.S. education. The most obvious weakness has been a significant decrease in the level of writing, reading, and computation skills. One national report indicated that the United States is a **"Nation at Risk,"**[1] that we have "unilaterally disarmed" ourselves in education, and that a foreign enemy could hardly be as effective in weakening our nation as we ourselves have been in reducing the quality and effectiveness of public education in this country.

Consistent with its Board of Trustees policies and the Michigan Community College Act of 1966 as amended, Lansing Community College has established and maintained overall quality and effectiveness for 32 years through a process of continuous review of the essentials of an effective learning environment -- instruction, resources, and facilities.

Instructional quality has been assessed and maintained through such activities as:

- careful hiring of faculty, staff, and administrators
- divisional/departmental planning and review statements and self-studies
- College-wide committee reports and recommendations
- student and supervisor evaluations of faculty members

- supervisor evaluations of administrators and educational support personnel
- systematic College-wide course syllabus review
- North Central Association and other program-specific audits and accreditation visits
- external assessment of graduate competencies
- public statements of commitment to quality in the College Catalog and other public documents.

In the past seven years we have placed reneved emphasis on quality and outcomes by adding quality assurance procedures consisting of computer-based course syllabi, division, department, and program reviews, and telephone surveys of students. These procedures are actively pursued, consistent with the College's 14 Stategic Goals. These 14 Strategic Goals, in turn, direct the College in achieving its mission as it is published annually in the College Catalog. It should be noted that the first major goal of the College has been:

> "To maintain continuous review and evaluation of the essentials of an effective learning environment -- instruction, resources, and facilities -- so that the learning programs have quality and relevance to the individual and the community."
> [Lansing Community College Catalog, 1990, page 3.]

This clear and shared sense of direction is the product of State law, Board of Trustees policies, and reports from over 300 college employees who have served on College-wide committees such as:

- Strategic Planning
- Future of the Institution
- Open Admissions
- Student Evaluation of Instruction.

Lansing Community College seeks excellence because it should seek no less. And the United States now, like no other time in its history, needs excellence in education if it is to regain and maintain its former role as a leader in the world marketplace of ideas and human dreams that are to be achieved.

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[1] A Nation At Risk: The Imperative For Educational Reform, A report to the Nation and the Secretary of Education, United States Department of Education, by The National Commission on Excellence in Education. Washington, D.C., April 1983.

II. How Should We Measure Instructional Quality?

Professor John E. Roueche, Director of the Community College Leadership Program at the University of Texas at Austin, recently repeated a commonsense aphorism that is uncommon in higher education: "We have to inspect what we expect."

In our panel presentation we will highlight some of the ways we inspect what we expect. As stated earlier, the first of the 14 Strategic Goals for Lansing Community College is "to maintain and develop the highest standards of academic and curricular excellence in order to promote student success, recruitment, and retention."

The following tools are used to measure instructional quality at Lansing Community College:

1. External Accreditation/Review
2. Department/Program Reviews
3. Surveys of Graduates
4. Surveys of Enrolled Students
5. Surveys of Transfer Students
6. College-wide Course Syllabus System
7. Standardized Student Evaluation of Instruction

III. Criteria for Department/Program Reviews

The following criteria have been agreed upon by the President's Council and are used in conducting biennial visits by the Vice President for Administration and Quality Assurance to each program or department.

1. Purpose/Mission of Department clear and results-oriented
2. Course organization and management
3. External testing results
4. Accreditation data
5. Basic skills of entering students known
6. Advising and referrals to Department of Academic Enrichment Services being accomplished for students with deficient basic skills
7. Classroom visitation reports
8. Student evaluations of instruction
9. Administrative evaluations of instruction
10. Evaluation of administrators
11. Expenditure per credit hour trend (3 years)
12. Full- and part-time personnel trend (3 years)
13. Affirmative action efforts and progress
14. Space utilization (Division)

A written report to the President is prepared on a division-by-division basis after the visits are completed. These reports summarize areas of concern, areas of strength, areas of anticipated change, and noteworthy general comments for each department and program, based on the above criteria.

IV. Incentives and Rewards Promoting Excellence and Creativity

The following tools and incentives are supported by the College to promote excellence and creativity by instructional and service employees:

1. Annual Distinguished Faculty Award ($1,000.00 stipend)
2. Annual Distinguished Administrator Award ($1,000.00 stipend)
3. Annual Distinguished Staff Award ($1,000.00 stipend)
4. LCC Board of Trustees Awards for high-achieving students
5. President's Annual Honors Reception
6. Phi Theta Kappa National Honorary Fraternity
7. Sending selected and Distinguished Faculty and Administrator Award recipients to the National Institute for Staff and Organizational Development (NISOD) Conference on Excellence in Teaching at the University of Texas in Austin, Texas, each year
8. Recognition in media
9. Academic rank promotion
10. Professional Development Activities (approximately 2% of College's operational budget, including travel, conferences, workshops, sabbaticals, and release time)
11. College-wide Course Syllabus System
12. Current College-wide Committees:
    a. Student Basic Skills Assessment
    b. Writing Across the Curriculum
    c. Critical Thinking
    d. Strategic Planning

13. External accreditation for the total College and various departments and programs
14. Strategic goals
15. Integrated Computerized Management Information System (ICMIS) containing educational data in seven computerized files and nearly forty computerized systems.

V. Outcomes--Is Our College Effectively Fulfilling Its Role?

With all of these expectations, reviews, incentives and rewards for excellence in place, the question should be asked, **"is the quality assurance system working?"** Two points are worthy of special emphasis before we drav a conclusion:

1. The College has a clear, shared, and achievable mission.

The College's fourteen strategic goals represent a College-wide consensus about where we are going and want to go as an Institution. They are drawn from employees and College-wide Committee reports. The goals are commonly shared and they are frequently disseminated, referred to, and posted visibly.

These strategic goals serve as the planning "umbrella" under which other goals and objectives are prepared. By using the College's shared fourteen strategic goals, symmetry and consistency are achieved in planning, and as priorities are set, resources are marshalled, and outcomes are achieved. Decentralized innovation takes place quickly in response to clear and present needs, yet checks and balances ensure that the values and standards of the total College remain preeminent, and that the various units of the College do not diverge too far from the College's plan for achieving its mission.

The purpose and future direction of the College, and the way it has established and affirmed its purpose and direction, are highly consistent with the recent recommendations of the National Commission on the Future of Community Colleges in the United States (Building Communities:

A Vision For A New Century, 1988). This report was supported by the American Association of Community and Junior Colleges, and the Commission was chaired by Ernest L. Boyer. The Commission requested and received Lansing Community College's Reports from Committee on the Future of the Institution to use as a reference when the National Commission organized its structure and procedures.

2. **A methodical, logical, and data-based system is used to verify whether progress is being achieved in the quest for excellence.**

The approach that is used to "inspect what we expect" is not haphazard or experimental. On the contrary, it is systems-oriented, trend-based, and under the supervision of one central office so important quality questions can be asked on a scheduled basis and whenever necessary. The program reviews and surveys which have been conducted, along with regular review of degrees and certificates, provides "hard" data as well as "impressionistic" assessments of the quality of Lansing Community College.

Together, this quantifiable and qualitative information comprises what we believed is a clear and simple demonstration of educational outcomes that citizens can understand and use to determine whether we are doing our job well for the tax dollars they are investing in our College.

If we ask our question again, "is the quality assurance system working?," we can answer with a strong "yes." Although no system is perfect, the results of Lansing Community College's Comprehensive Quality Assurance System provide concrete evidence that our College is fulfilling its Constitutional, statutory and policy-based mission and functions at a high level of quality.

APPENDICES

LANSING COMMUNITY COLLEGE'S STRATEGIC GOALS

1. Maintain and develop the highest standards of academic and curricular excellence in order to promote student success, recruitment and retention.
2. In recognition and awareness of the value of the College's human resources, continue to provide professional development activities as a commitment to faculty, staff, students and community.
3. Recruit faculty and staff to promote academic excellence while continuing to emphasize affirmative action and equal opportunity.
4. Emphasize critical/analytical thinking skills across the College's curricula.
5. Emphasize writing, reading, speaking, and listening skills across the College's curricula.
6. Develop sufficient technology skills in students, faculty and staff to enable them to function in a modern technological environment.
7. Continue to be sensitive to the issues of governance and statewide coordination and planning.
8. Continue to strengthen the College's internal and external communications.
9. Enhance the College's resource base in order to maintain the quality of its education, training, and support services.
10. Develop additional partnerships with business, industry, government, labor, public agencies, health service organizations, K-12 school districts and colleges and universities.
11. Increase the internationalization of the College's curricula and services in recognition of the competitive international marketplace and world interdependence.
12. Provide for continuous development, review, and evaluation of the College's total learning environment, using, among other analytical tools, integrated information and decision-support systems.
13. In order to protect the community's investment, provide and maintain adequate and up-to-date equipment and facilities.
14. Increase educational opportunities for students through greater emphasis on the use of learning/extension and state-of-the-art telecommunication systems.

APPENDIX 1

EXTERNAL ACCREDITATION/REVIEW

EXTERNAL ACCREDITATION LIST

Accrediting Agencies	Division/Department/Program
1. American Bar Association	Business Division/Criminal Justice and Law Systems
2. American Culinary Federation Educational Institute	Business Division/Hospitality Systems
3. American Dental Association	Technology & Applied Sciences Division/Health Careers Technology: - Dental Hygiene - Dental Assisting
4. American Hotel-Motel Association Educational Institute	Business Division/Hospitality Systems
5. American Hotel-Motel Association Institute	Business Division/Hospitality Systems: - Hotel Management and Food Service Management
6. American Institute of Banking	Business Division/Management Systems
7. American Institute of Certified Public Accountants	Business Division/Accounting and Computer Academic Programs
8. American Society of Travel Agents	Business Division/Hospitality Systems
9. CADAM Incorporated, California	Technology and Applied Sciences Division/Construction and Engineering Technology: - CADAM Training
10. Certified Financial Planners	Business Division/Accounting and Computer Academic Programs
11. Committee on Allied Health Education and Accreditation	Technology and Applied Sciences Division/Health Career Technology: - Respiratory Therapist - Respiratory Theraphy Technician - Radiologic Technology

	- Radiation Therapy
12. Credit Union Association	Business Division/Management Systems
13. Dietary Managers Association	Technology & Applied Sciences Division/Health Careers Technology: - Dietary Manager
14. Federal Aviation Administration	Technology & Applied Sciences Division/Aviation Technology: - Flight Technology - Maintenance Technology
15. Financial Institution Association	Business Division/Management Systems
16. Independent Accounting Association of Michigan	Business Division/Accounting and Computer Academic Programs
17. Institute of Certification of Computer Professionals	Business Division/Accounting and Computer Academic Programs
18. International Board of Certified Financial Planners	Business Division/Accounting and Computer Acadmic Programs
19. Michigan Assessors Board	Business Division/Management Systems
20. Michigan Correctional Officers Training Council	Business Division/Criminal Justice and Law Systems
21. Michigan Department of Licensing and Regulations	Business Division/Management Systems
22. Michigan Department of Public Health	Business Division/Hospitality Systems: - Sanitation
23. Michigan Department of Public Health	Technology & Applied Sciences Division/Health Careers Technology: - Basic Emergency Medical Technician - Advanced Emergency Medical Technician (Paramedic)
24. Michigan Law Enforcement Training Council	Business Division/Criminal Justice and Law Systems
25. Michigan Shorthand Reporters Association Examination	Business Division/Office Systems
26. National League for Nursing	Technology & Applied Sciences Division/Health Career Technology: - Nursing

27. National Restaurant Association Educational Institute	Business Division/Hospitality Systems
28. National Shorthand Reporters Association	Business Division/Office Systems
29. Professional Secretaries International	Business Division/Office Systems
30. Transportation Club of Lansing, Delta Nu Alpha Chapter 182	Business Division/Management Systems
31. United States Department of Labor Apprenticeship	Business Division/Hospitality Systems

APPENDIX 2

DEPARTMENT/PROGRAM REVIEWS

DIVISIONAL/DEPARTMENTAL INSTRUCTIONAL PROGRAM REVIEW

Business Division

Academic Year: 1987-88

BUSINESS DIVISION REVIEW REPORT

LANSING COMMUNITY COLLEGE

M E M O R A N D U M

August 31, 1988

TO: President Philip J. Gannon

FROM: Dale M. Herder, Vice President for Administration

SUBJECT: Divisional Quality Review

The following report is based on program and course quality review discussions I held recently with the Dean and Program Directors of the Division of Business. Dean Person has participated in the preparation of this report, and his concurring signature appears below. The review discussions we held were guided by two documents: the Business Division Review and Planning Document (1987-88) and the twenty Quality Assurance Criteria which were reviewed during the last several months by the President's Council. (A copy of the twenty Quality Assurance Criteria is attached at the end of this report.)

The report is divided into sections based on the organization of the Business Division, and comments are presented, where appropriate, in the following categories:

1. Areas of Strength
2. Areas of Concern
3. Areas of Anticipated Change
4. Noteworthy General Comments

It is hoped that this report will be timely since the Divisional Review and Planning Document is now being updated, and you are beginning to prepare your State of the College Address for Staff Preparation and Professional Development Week this coming September. Notes taken by Ms. Diane Wymer were used in preparing the attached summary, and the notes are available if you should wish to review them.

Concur: James Person
James Person, Dean

I. Management Systems - Mr. Holda

Areas of Strength

1. Many highly qualified and experienced part-time instructors available in Lansing area to supplement full-time faculty course offerings.

2. Cancellation of on-campus classes excellent (3-5%)!

3. Real Estate courses approved by the Michigan Department of Licensing and Regulation. Most comprehensive program in Michigan. American Institute of Banking (AIB) conducts annual reviews of AIB courses and provides letter of endorsement. Have received the Chapter of Excellence Award from the National AIB.

4. Classrooms visited regularly by Mr. Holda or representative (83 part-time instructors). Standard evaluation form used. All new instructors visited in class during first term by Mr. Holda.

5. All first-term instructors required to be evaluated by students in writing at mid-term to ensure that quality instruction is taking place from the beginning.

6. Written instructor evaluations by students very good (4.38 average for fall, 1987).

7. Formal evaluation of all full-time instructors done in writing, submitted to Personnel Office on time, and reviewed with the instructor in person.

8. Mr. Holda reviews all written student evaluations of instruction and returns them to instructor with a memo containing helpful comments.

9. Low cost-per-credit consistently over last 3 years ($24.82 for 1987-88).

10. 90% of courses have syllabi entered into College Syllabus System (CSS) on computer.

11. Textbooks being ordered on time using College's textbook ordering form. All sections of each course using same basic text. Very few textbook problems.

12. Economics program has developed departmental final exam to ensure consistent learning outcomes.

Area of Concern

1. Reduce cancellation rate for off-campus courses (now 35-40%).

2. Mr. Holda and office staff to become more familiar with PRIME academic structure by visiting with Mrs. Curry and Dr. Gwynn.

II. Office Systems - Dr. Williams

Areas of Strength

1. Now conducting survey to determine people's needs in Information Word Processing.

2. Classes and seminars scheduled on Friday and Saturday to avoid conflict with students' work schedules and provide more parking and classroom space.

3. Class cancellation rate is good (12-17%).

4. 100% of course syllabi online in College Syllabus System (CSS).

5. Course syllabi contents are reviewed constantly by Dr. Williams personally.

6. Results of mandatory Court and Conference Reporting state qualifying exams are excellent; normally best in Michigan and Midwest.

7. National Shorthand Reporters Association recently has approved Court and Conference Reporting Program.

8. Classroom visitations made regularly by Dr. Williams and recorded on standard form.

9. Heavy emphasis by administrator and faculty on basic math and reading skills of students - referrals are made to developmental laboratories regularly.

10. Written student evaluation of instructors very high (4.47 average) for Fall Term 1987.

11. Administrative evaluations of instructors done on time, reviewed on a one-to-one basis, and submitted to Personnel Office on time.

Areas of Concern

1. Lack of space a continuing problem - hope to possibly gain Old Central biology lab space in future.

2. Dr. Williams and office staff to become more familiar with PRIME by visiting with Mrs. Curry and Dr. Gwynn.

3. Cost per credit hour has risen to $36.17, which is considered high for the Business Division.

III. Management Development Center - Ms. Zibbel (Ms. Sandra Harley represented Ms. Zibbel, who was on vacation)

Areas of Strength

1. Scheduling seminars and classes on Saturday, Thursday-Friday combinations, 7:30 a.m. classes to avoid parking and space shortage.

2. 99% of course syllabi on CSS.

3. Evaluation visits are made of all seminars by Ms. Zibbel personally, and written evaluation forms completed by participants/clients.

4. Overall student evaluations of instructors are well above 3.8 on a scale of 5.0; MDC gets clients by word-of-mouth and repeat customers, so quality is vital to the survival of MDC.

5. Keeps library of programs and projects developed -- for repeat use with other clients.

6. Michigan Dept. of Civil Service account looks firm for next year.

7. Over 280 programs were run this year. 260 were run last year.

Areas of Concern

1. Need to clarify the type of certificate to be awarded to CLDA and CEO Academy graduates.

2. Need to resolve slight difficulty in working with Ann Anderson, Community Education Director in Howell, to schedule classes there at lowest possible cost to L.C.C.

3. Budget rising rapidly although cost-per-credit has declined somewhat.

4. Loss of Buick-Oldsmobile-Cadillac account last year in the supervision area.

5. Physical location of office makes it impossible to meet clients in a businesslike and tasteful setting.

Areas of Anticipated Change

1. Discussed possible transfer of MDC to Business and Industry Institute, and relocating in new area of Tech Building.

IV. Accounting and Computer Academic Programs - Mr. Parker

Areas of Strength

1. Have updated equipment, Info Window Computers, interactive video, BOC equipment. New staff added.

2. Cancellation of classes ranges from 4% to 11% on campus and 9% to 22% off campus. Excellent awareness and use of course histories in course/section planning.

3. Outside exams conducted by Certified Data Processor, Certified Public Accountant, Certified Financial Planner associations. Advisory committee looks at success rate for placement of students and looks at results of classes. American Institute of Certified Public Accountants exam will be offered in 1988-89.

4. Advisory Committee considers advising an important topic. Math Placement Test recommended for students before taking classes.

5. Visits to classrooms are made regularly by Mr. Parker both on and off-campus, and instructional quality recorded on standard class visitation form, reviewed with instructor.

6. Cost-per-credit low; no large increase in budget.

7. Thorough orientation is provided for all new full and part-time faculty.

Areas of Concern

1. Office space in Office Unit F is crowded and distant from classrooms.

2. Extra planning and coordination will be needed to ensure that new Interactive Learning Center in Old Central is used efficiently. Course design and student assignments, as well as faculty support and enthusiasm, will be keys to the success of this newly created space in the old Centennial Room.

3. Information Window computers not functioning or used optimally due to technical problems. Need to get IBM solution quickly, make certain purpose exists and is clear, and/or share this hardware with other divisions so all "windows" are in full use.

Areas of Anticipated Change

1. AVT lab is dated, but the new Interactive Learning Center in the Centennial Room should update and improve self-paced courses.

2. Newly hired Coordinator should build the quality of accounting courses and also expand offerings in the finance courses.

3. Marketing of expanded computer software offerings is planned to promote a significant increase in seats and credits.

V. Hospitality Systems - Mr. Mackey

Areas of Strength

1. Retention by area restaurants of employees who have completed our Quick-Start training program has been almost double those employees who have not completed our Quick-Start training.

2. Clearly meeting the needs of employers. Program approved by American Culinary Federation Educational Institute.

3. Both the Educational Foundation of the National Restaurant Association and the Ingham County Health Department administer external testing in Sanitation course. Students consistently perform very well on these tests.

4. Hotel-Motel Program endorsed by American Hotel-Motel Association Educational Institute.

5. Final exams are written by external source (AHMA), graded and returned. Students perform very well.

6. Classroom visits made regularly by Mr. Mackey and recorded on standard class visitation form. New instructors have a mid-term evaluation completed by the students to ensure that quality instruction takes place from the beginning.

Areas of Concern

1. New program secretary and Mr. Mackey to learn more about PRIME and schedule book system by meeting with Mrs. Curry and Dr. Gwynn.

2. Important to get 100% of syllabi onto CSS. Now has only 61% on system.

3. With new construction underway it will be necessary to plan for downturn in enrollment until new kitchen facilities are functional (especially critical to plan for needs of Eaton Intermediate School District students).

Areas of Anticipated Change

1. Exchange program in hotel/motel and chef training with West Germany is an exciting opportunity. To be firmed up in next few months (Mr. Mackey recently visited program in Saarbrücken, West Germany), after new kitchen is operational.

VI. Criminal Justice and Law Systems - Ms. White

Areas of Strength

1. Mid-Michigan Police Academy has external pass-fail testing certified by Michigan Law Enforcement Officers Training Council (MLEOTC). No failures by L.C.C. graduates.

2. American Bar Association reviews and certifies the Legal Assistant Program every five years.

3. MLEOTC can and does make spot visits.

4. MLEOTC certifies Police Academy and seminars.

5. Corrections Certificate program certified on an annual basis by Michigan Correctional Officer's Training Council.

6. Passing basic skills tests is mandatory prior to entry into programs of Legal Assistant, Corrections Certificate programs and Police Academy. Testing on basic skills is also given to all students entering all curricula, and referrals of students are made for any student with a test score lower than 12th grade.

Areas of Concern

1. Need to have very clear statement of purpose/mission for this program, and keep sharp focus on fulfilling that mission with quality, rather than getting spread too thin by trying to do everything. Priorities should be laid out in black and white so everyone knows what comes first, what comes second, and what at this time must be delayed.

2. Corrections Institute classes are offered only on off-campus sites. As this group has high potential for returning to complete a two-year degree, there is a need for closer identification with Lansing Community College.

3. Schedule book preparation and course maintenance details and timeliness are improving, but some improvement still needed.

4. Too much use of syllabus short form with no full syllabus being developed or submitted within 10 days.

5. Need to work closely with Mr. McEnaney and Placement Office regarding placement of students in jobs.

6. Need to work closely with Dean Darr and Mr. Ogilvy to avoid duplication of course offerings in Fire Science and Security areas.

7. Program Director and secretary to gain better understanding of PRIME and course maintenance/syllabus systems by meeting with Mrs. Curry and Dr. Gwynn.

8. Class cancellation rate too high for off-campus courses. Study history of each course to know what to offer, and how many sections.

9. Budget rising rapidly although cost per credit is low.

Noteworthy General Comments

1. New cross-town training agreement with Michigan State Police needs extremely careful annual review by Ms. White and Dean Person to make certain it is working as intended. An annual report should be prepared for the Dean and the President, with a copy to the Registrar, to ensure that quality and attention to detail are in place.

VII. Overall Division

Areas of Strength

1. Program Directors were well prepared for this meeting. Had supporting facts and figures at hand, demonstrated pride and in-depth knowledge of their programs and courses.

2. Program secretaries were knowledgeable, and eager to share and learn about how to help improve course and program quality. They are clearly important and valued members of the team. Ms. Diane Wymer is superb in the Dean's Office, and plays a reinforcing and critical role as she helps departments get things done, on time, the first time.

3. The dean has asked that a written statement of purpose be placed in the Catalog and Divisional Review & Planning Document for each of his program areas. This should help maintain focus on what we should say "yes" to, and thereby avoid quality failure by trying to do everything as if we have no priorities.

4. Affirmative Action Plan is being taken seriously and used as a helpful tool.

Areas of Concern

1. Need to carefully review all terminal contracts and make decision to continue people as regular employees or terminate them in timely and humane fashion. This matter impacts budget as well as quality and consistency of programs, courses and services.

2. Criminal Justice and Corrections areas growing so rapidly that greater care and attention to detail may be necessary if quality problems are to be avoided -- especially in hiring and supervising staff, scheduling and documenting the content of courses and seminars.

3. All syllabi should be printed on standard form for distribution to students during first and second class meetings.

Areas of Anticipated Change

1. Possible transfer of part of Management Development Center to Business & Industry Institute.

2. Renovation of Old Central and Technology Buildings will provide space opportunities as well as program and curricular course changes.

Noteworthy General Comments

1. The Division of Business is very quality conscious, student-oriented, service-oriented, and highly entrepreneurial as it develops, markets and delivers training and education. Quality and efficiency are both excellent, yet can be improved, as always, by faculty and staff:

   a. Always asking the "hard" questions about their basic purpose within Lansing Community College, and

   b. Making sure they do not cross the line where course substance becomes diluted in the name of credit production.

2. Overall, quality in the Business Division is excellent!

APPENDIX 3

TELEPHONE SURVEYS OF GRADUATES

LANSING COMMUNITY COLLEGE

QUALITY ASSURANCE TELEPHONE SURVEYS

Telephone Surveys of
1987-88 and 1988-89
Associate Degree Graduates
Lansing Community College

Lansing, Michigan 48910
Telephones: (517) 483-1848/1850

OFFICE OF THE VICE PRESIDENT FOR
ADMINISTRATION AND QUALITY ASSURANCE

August 31, 1989

LANSING COMMUNITY COLLEGE

MEMORANDUM

August 31, 1989

To: D.M. Herder, Vice President for Administration and Quality Assurance
From: VanThuy N. Gwynn, Coordinator for Research
Subject: Telephone Survey of 1988-89 Graduates

Attached are graphs depicting descriptive data gathered in a telephone survey of 1988-89 Associate Degree graduates, conducted on August 7-9, 1989, compared with data from last year's survey, conducted on Augusts 15-18, 1988.

Background

This is the second telephone survey of Lansing Community College Associate Degree graduates conducted each year. The purpose of the survey--a component of an annual series of Quality Assurance Telephone Surveys--is to provide data-based indicators of institutional effectiveness viewed from the perspective of completers of LCC's courses and programs.

Methodology

The methodology used in this telephone survey is the same as that used in last year's survey:

- all 1988-89 Associate Degree graduates were identified (1,266)
- a telephone survey coding sheet for each graduate was generated by computer, containing 12 questions with coding information for answers to be circled by the caller
- the questions are the same as used in last year's survey; they were formulated based on suggestions from colleagues across campus after considering the College's strategic goals, professional literature on community college excellence, and recommendations of a number of College-wide committee reports related to educational effectiveness, quality, and planning
- calls were made to all of the 1,266 graduates whose telephone numbers were available from the student's data-base file; a systematic callback procedure was implemented for operators to make second and third attempts to reach graduates; telephone calls were performed by experienced telephone registration in accordance with the schedule below:

Monday, August 7	6:30- 9:30 p.m.
Tuesday, August 8	9:00-11:00 a.m.
	3:00- 5:00 p.m.
	7:00- 9:00 p.m.
Wednesday, August 9	3:00- 5:00 p.m.
	7:00- 9:30 p.m.

Results

A total of 662 graduates were reached out of the total of 1,266 (52.3%), and 631 of them participate in the survey (95.3%).

The last question is summative. The 2-year data indicates that 95-97% of our students were consistent in rating the quality of instruction they received at Lansing Community College either "excellent" or "good."

The raw data is available for President Sykes', your or public review.

SGS2--AUGUST 7-10/89

1989 STUDENT GRADUATE SURVEY

(517) 483-1767 STEFFENS DAVID B 123456

____ NO ANSWER/WILL TRY AGAIN ____ 2ND TRY ____ 3RD TRY

____ ANSWERED/BUSY (CALL BACK: _____ AM _____ PM)

____ ANSWERED/REFUSED TO RESPOND ____ WRONG NUMBER ____ MOVED

____ RECORDING ____ DISCONNECTED (_____) _____ - _____ NEW NUMBER

KEY: 1) ALWAYS 2) USUALLY 3) SOMETIMES 4) NEVER 5) NOT APPLICABLE

1.	DID YOUR INSTRUCTORS SEEM TO CARE ABOUT YOUR LEARNING?	1 2 3 4 5
2.	WERE YOUR INSTRUCTORS WELL PREPARED TO TEACH THEIR SUBJECTS?	1 2 3 4 5
3.	DID YOUR COURSES AT LCC CHALLENGE YOU TO SOLVE PROBLEMS?	1 2 3 4 5
4.	WAS WRITING EMPHASIZED IN MOST OF YOUR CLASSES?	1 2 3 4 5
5.	DID YOUR INSTRUCTOR REVIEW THE COURSE SYLLABUS OR OUTLINE AT THE BEGINNING OF THE TERM?	1 2 3 4 5
6.	WERE YOUR TEXTBOOKS AVAILABLE AT THE BEGINNING OF THE TERM?	1 2 3 4 5
7.	DID YOU FIND YOUR TEXTBOOKS APPROPRIATE AND VALUABLE IN YOUR LCC CLASSES?	1 2 3 4 5
8.	DID YOUR COURSES AT LCC CHALLENGE YOU TO THINK?	1 2 3 4 5
9.	DID YOUR COURSES AND PROGRAMS ADEQUATELY PREPARE YOU TO CONTINUE YOUR ACADEMIC WORK OR MEET YOUR VOCATIONAL GOALS AFTER GRADUATION?	1 2 3 4 5
10.	WERE YOUR CLASSROOMS, LABORATORIES, AND/OR SHOPS ADEQUATELY FURNISHED AND EQUIPPED?	1 2 3 4 5

KEY: 1) YES 2) NO

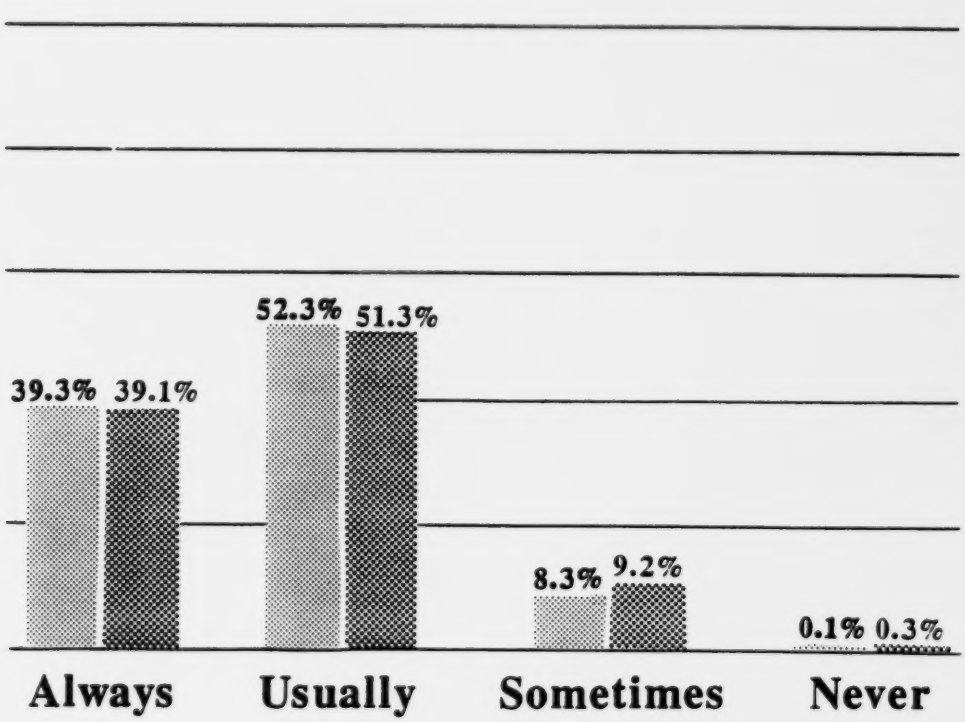
11.	WERE THE COSTS AT LCC REASONABLE?	1 2

KEY: 1) EXCELLENT 2) GOOD 3) AVERAGE 4) FAIR 5) POOR

12.	OVERALL, HOW DO YOU RATE THE QUALITY OF YOUR LANSING COMMUNITY COLLEGE INSTRUCTION?	1 2 3 4 5

LANSING COMMUNITY COLLEGE

Question 1: Did Your Instructors Seem To Care About Your Learning?



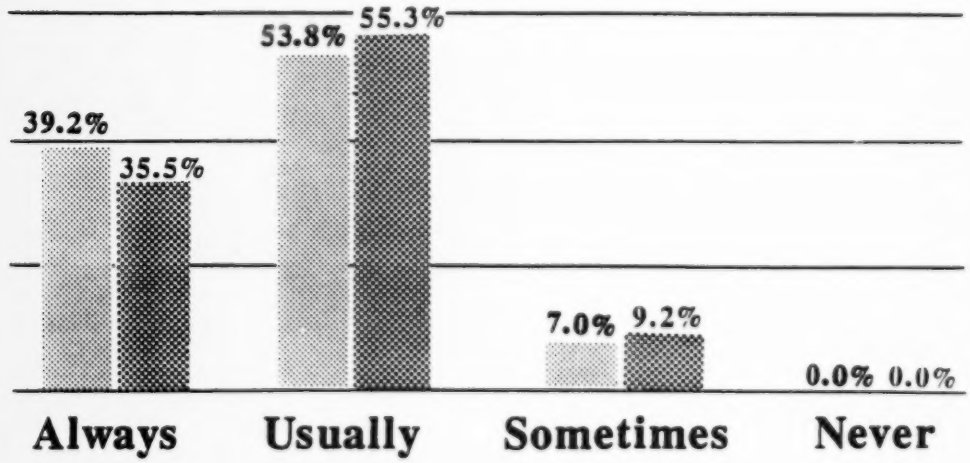
Source: Quality Assurance Telephone Surveys

1987-88 Graduates

1988-89 Graduates

LANSING COMMUNITY COLLEGE

Question 2: Were Your Instructors Well Prepared To Teach Their Subjects?



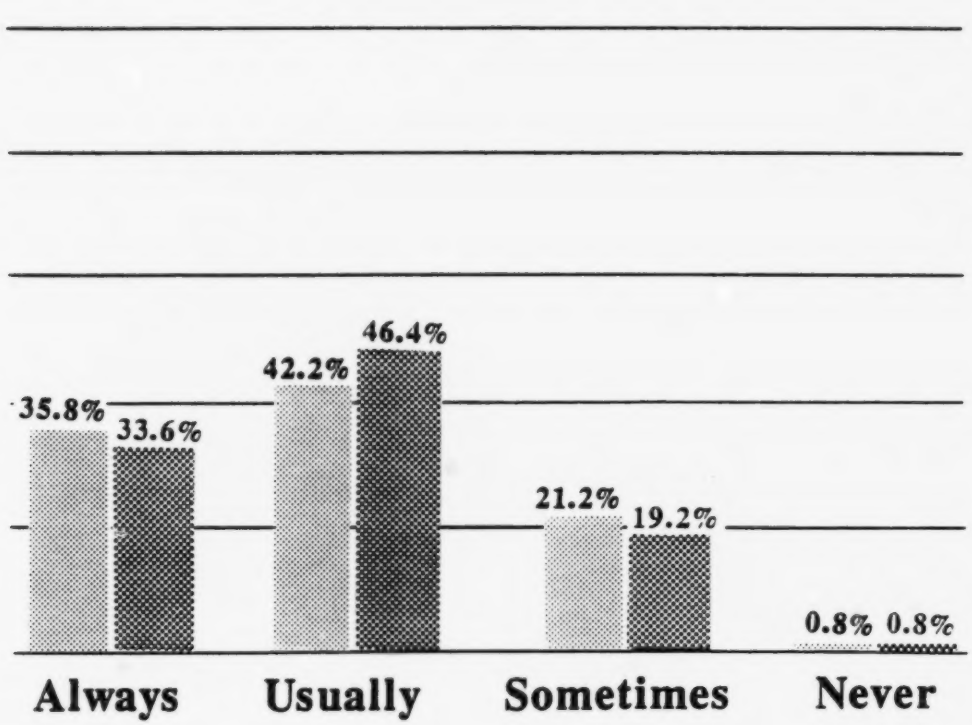
Source: Quality Assurance Telephone Surveys

1987-88 Graduates

1988-89 Graduates

LANSING COMMUNITY COLLEGE

Question 3: Did Your Courses At LCC Challenge You To Solve Problems?



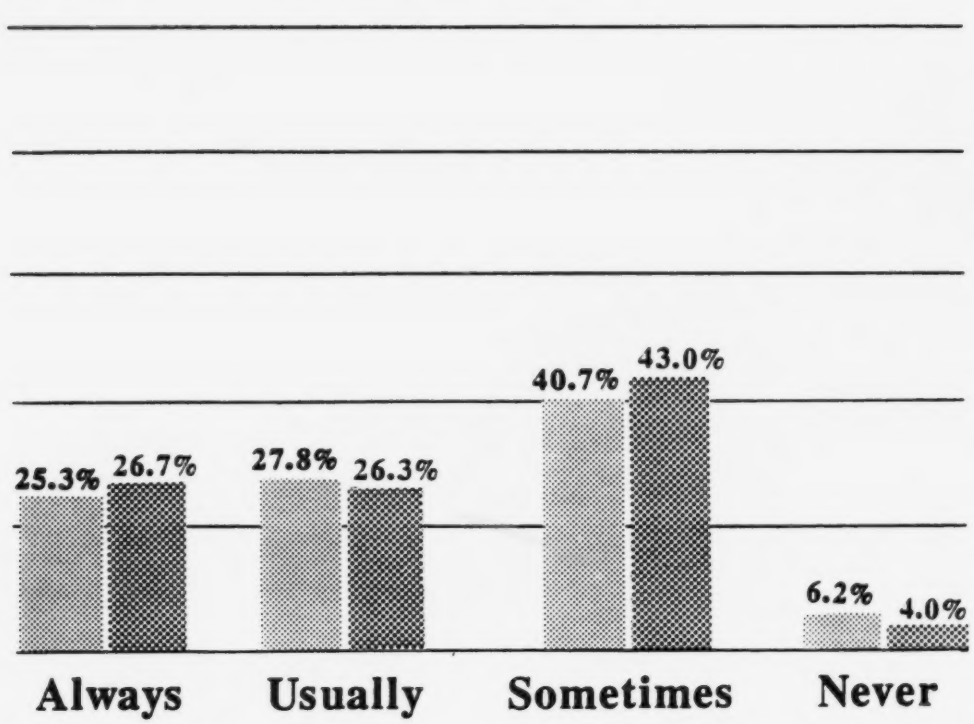
Source: Quality Assurance Telephone Surveys

1987-88 Graduates

1988-89 Graduates

LANSING COMMUNITY COLLEGE

Question 4: Was Writing Emphasized In Most Of Your Classes?

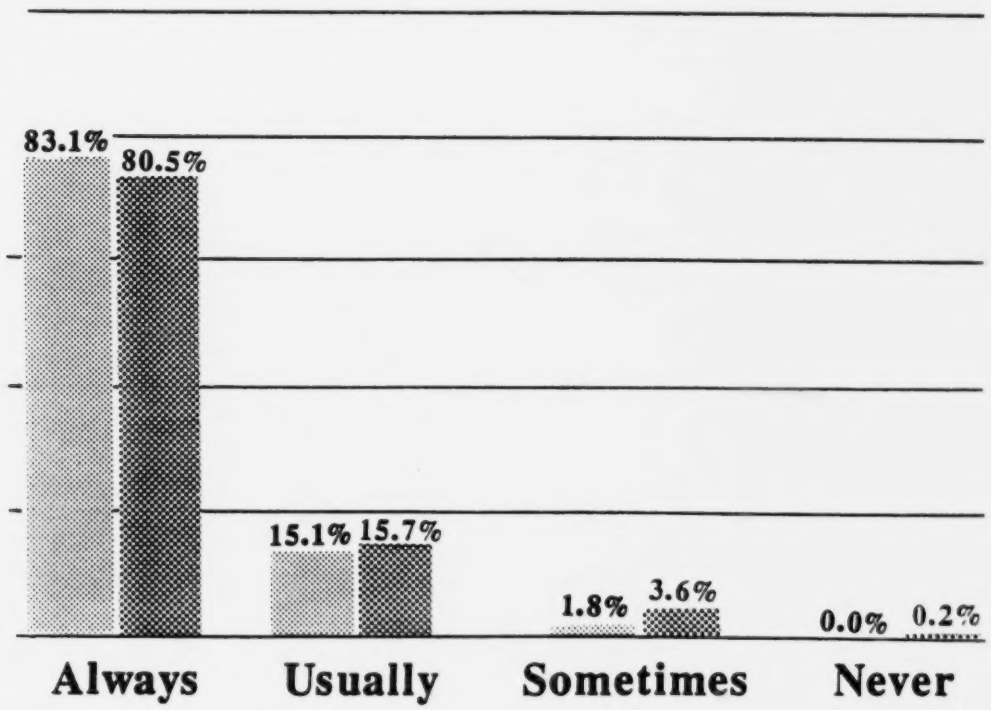


Source: Quality Assurance Telephone Surveys

1987-88 Graduates

1988-89 Graduates

Question 5: Did Your Instructors Review The Course Syllabus Or Outline At The Beginning Of The Term?



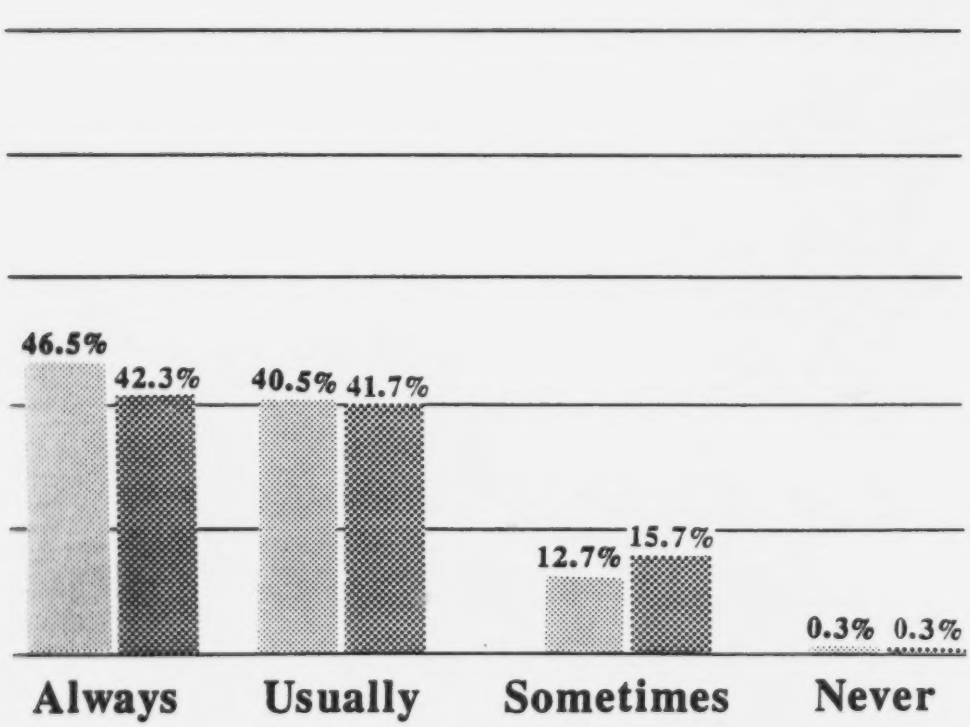
Source: Quality Assurance Telephone Surveys

1987-88 Graduates

1988-89 Graduates

LANSING COMMUNITY COLLEGE

Question 6: Were Your Textbooks Available At The Beginning Of The Term?

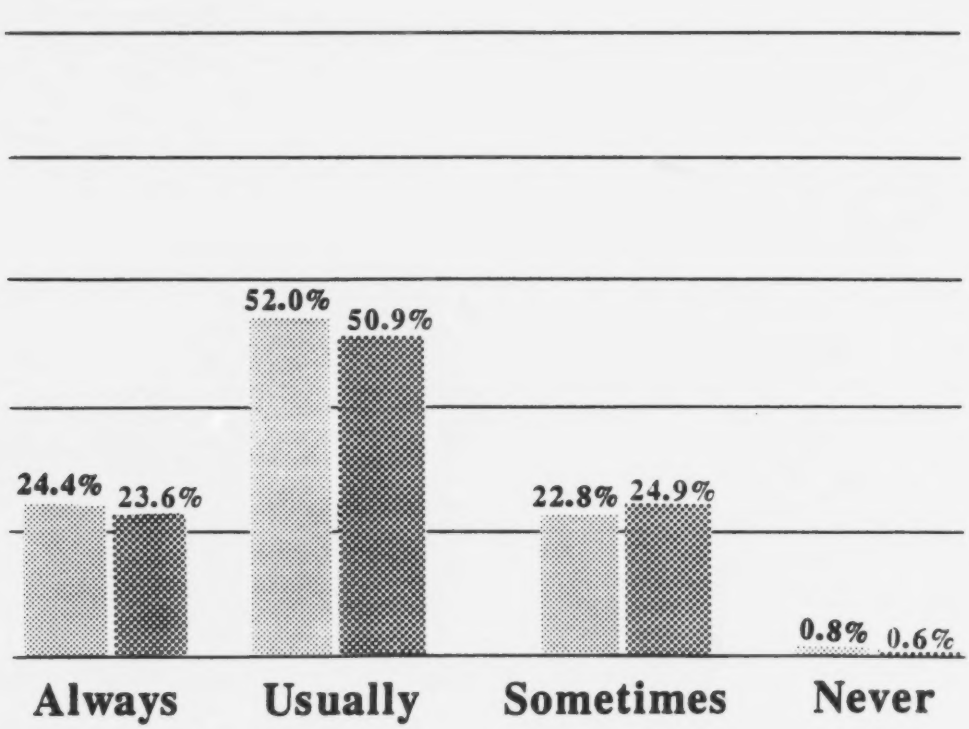


Source: Quality Assurance Telephone Surveys

1987-88 Graduates

1988-89 Graduates

Question 7: Did You Find Your Textbooks Appropriate And Valuable In Your LCC Classes?



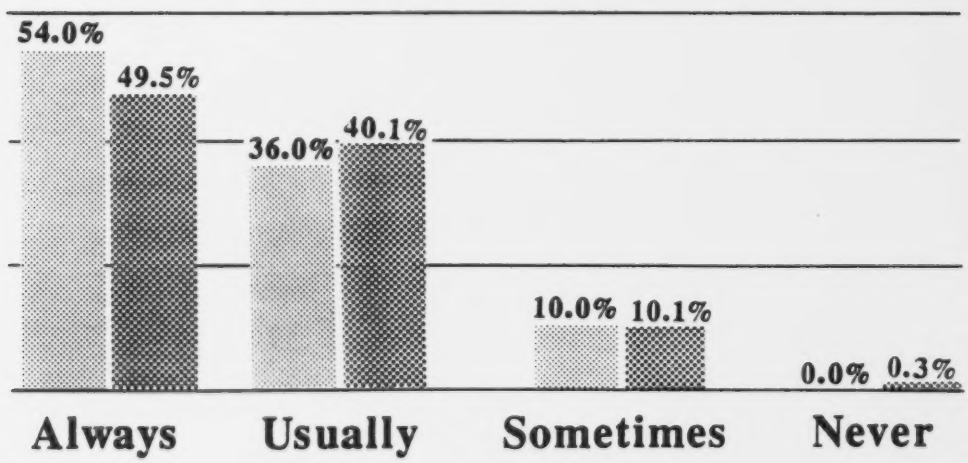
Source: Quality Assurance Telephone Surveys

1987-88 Graduates

1988-89 Graduates

LANSING COMMUNITY COLLEGE

Question 8: Did Your Courses At LCC Challenge You To Think?



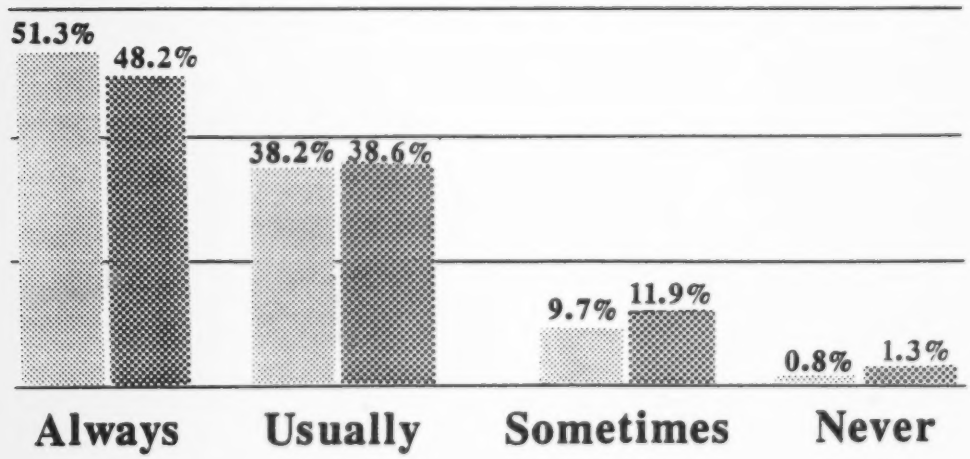
Source: Quality Assurance Telephone Surveys

1987-88 Graduates

1988-89 Graduates

LANSING COMMUNITY COLLEGE

Question 9: Did Your Courses And Programs Prepare You To Continue Your Academic Work Or Meet Your Vocational Goals?



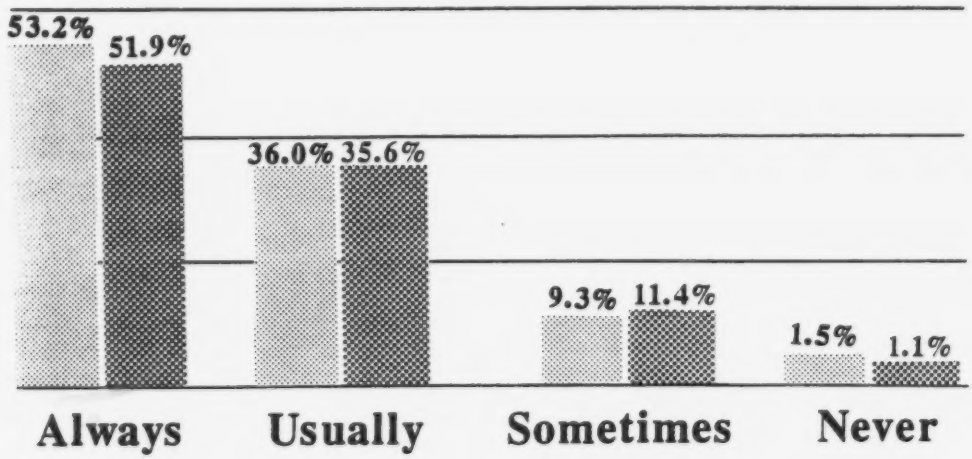
Source: Quality Assurance Telephone Surveys

1987-88 Graduates

1988-89 Graduates

LANSING COMMUNITY COLLEGE

Question 10: Were Your Classrooms, Laboratories, And/Or Shops Adequately Furnished And Equipped?



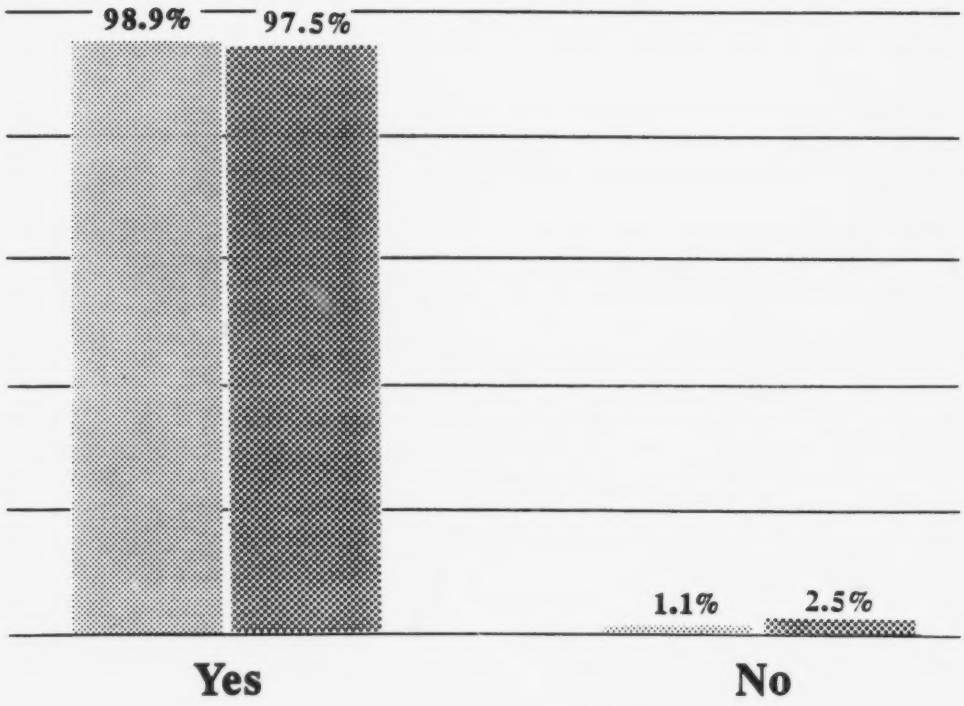
Source: Quality Assurance Telephone Surveys

1987-88 Graduates

1988-89 Graduates

LANSING COMMUNITY COLLEGE

Question 11: Were The Costs At LCC Reasonable?



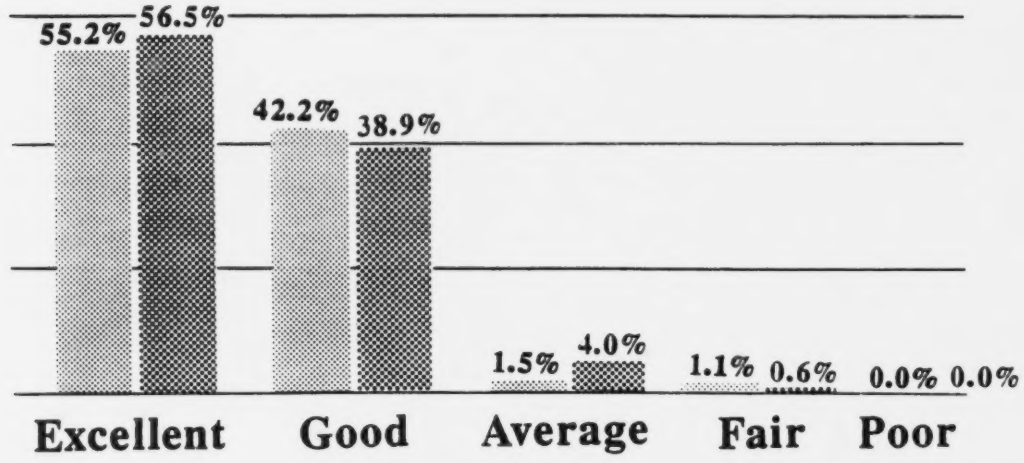
Source: Quality Assurance Telephone Surveys

1987-88 Graduates

1988-89 Graduates

LANSING COMMUNITY COLLEGE

Question 12: Overall, How Do You Rate The Quality of Your Lansing Community College Instruction?



Source: Quality Assurance Telephone Surveys

1987-88 Graduates

1988-89 Graduates

APPENDIX 4

TELEPHONE SURVEYS OF ENROLLED STUDENTS (FALL TERM)

LANSING COMMUNITY COLLEGE

QUALITY ASSURANCE TELEPHONE SURVEYS

Fall Term Telephone Surveys: 1988 and 1989 Lansing Community College Students

Lansing, Michigan 48910
Telephones: (517) 483-1848/1850

OFFICE OF THE VICE PRESIDENT FOR
ADMINISTRATION AND QUALITY ASSURANCE

November 29, 1989

LANSING COMMUNITY COLLEGE

MEMORANDUM

November 29, 1989

To: D.M. Herder, V.P. for Administration & Quality Assurance

From: VanThuy Gwynn, Coordinator of Research

Subject: Fall Term, 1989, Student Telephone Survey

Attached are graphs depicting comparative descriptive data gathered in two telephone surveys of Fall Term students. The telephone survey of Fall Term, 1989, students was conducted on November 6-8, 1989. For the telephone survey of Fall Term, 1988, students, please refer to Quality Assurance Report, January 27, 1989.

Background

This is the second annual telephone survey of Fall Term students. The purpose of the survey--a component of an annual series of Quality Assurance Telephone Surveys initiated in the Summer of 1988--is to provide data-based indicators of institutional effectiveness viewed from the perspective of LCC's students receiving instruction, training, and services.

Methodology

The methodology used in this telephone survey is the same as that used in last year's survey:

- a 5% random sample of all Fall Term, 1989, students was drawn: N = 1,102
- a telephone survey coding sheet for each drawn student was generated by computer, containing 12 questions with coding information for answers to be circled by the caller
- the 12 questions are the same as used in last year's survey; they were formulated based on suggestions from colleagues across campus after considering the College's strategic goals, professional literature on community college excellence, and recommendations of a number of College-wide committee reports related to educational outcomes, effectiveness, quality and planning
- calls were made to all of the 1,102 students whose telephone numbers were available from the student data-base file; a systematic callback procedure was implemented for operators to make second and third attempts to reach students; telephone calls were performed by experienced telephone registration operators in accordance with the schedule below:

Monday, November 6	6:30-09:30 p.m.
Tuesday, November 7	7:00-09:30 p.m.
Wednesday, November 8	7:00-09:00 p.m.

Results

A total of 765 students out of the total sample of 1,102 were reached (69.4%), and 715 of them participated in the survey (93.5%).

Trend analysis of the two surveys indicates that a large percentage of fall term students rate the overall instructional quality of Lansing Community College as "excellent" or "good":

- 92.6% in the 1988 telephone survey
- 94.3% in the 1989 telephone survey.

This rating is closely parallel students' perceptions of their instructors' qualifications and preparedness (91.6% in 1988 survey and 92.0% in 1989 survey).

Another point to highlight is an increasing use of a course syllabus. The recent survey indicates that 96.1% (compared to 95.6% of 1988 survey) instructors "always" or "usually" review the course syllabus in their classes at the beginning of the term.

Finally, 95.7% (compared to 95.0% in the 1988 survey) of our students believe that the cost of their education at Lansing Community College is reasonable, even with a recent tuition increase of $1 per credit hour for resident students.

In summary, the results of Fall Term 1988 and 1989 student telephone surveys affirm that the College continues to fulfill its educational and training mission at a very high level of quality.

The raw data for the Fall Term, 1989, student telephone survey is available for President Sykes', your, and public review.

SFS2--NOVEMBER 6-9/89

1989 FALL TERM STUDENT SURVEY

(517) 483-1767 STEFFENS DAVID B 123456

____ NO ANSWER/WILL TRY AGAIN ____ 2ND TRY ____ 3RD TRY

____ ANSWERED/BUSY (CALL BACK: _____ AM _____ PM)

____ ANSWERED/REFUSED TO RESPOND ____ WRONG NUMBER ____ MOVED

____ RECORDING ____ DISCONNECTED (_____) _____ - _____ NEW NUMBER

KEY: 1) ALWAYS 2) USUALLY 3) SOMETIMES 4) NEVER 5) NOT APPLICABLE

1.	DO YOUR INSTRUCTORS SEEM TO CARE ABOUT YOUR LEARNING?	1	2	3	4	5
2.	ARE YOUR INSTRUCTORS WELL PREPARED TO TEACH THEIR SUBJECTS?	1	2	3	4	5
3.	DO YOUR COURSES AT LCC CHALLENGE YOU TO SOLVE PROBLEMS?	1	2	3	4	5
4.	IS WRITING EMPHASIZED IN MOST OF YOUR CLASSES?	1	2	3	4	5
5.	DO YOUR INSTRUCTORS REVIEW THE COURSE SYLLABUS OR OUTLINE AT THE BEGINNING OF THE TERM?	1	2	3	4	5
6.	ARE YOUR TEXTBOOKS AVAILABLE AT THE BEGINNING OF THE TERM?	1	2	3	4	5
7.	DO YOU FIND YOUR TEXTBOOKS APPROPRIATE AND VALUABLE IN YOUR LCC CLASSES?	1	2	3	4	5
8.	DO YOUR COURSES AT LCC CHALLENGE YOU TO THINK?	1	2	3	4	5
9.	DO YOU THINK YOUR COURSES AND PROGRAMS ARE ADEQUATELY PREPARING YOU TO CONTINUE YOUR ACADEMIC WORK OR MEET YOUR VOCATIONAL GOALS AFTER GRADUATION?	1	2	3	4	5
10.	ARE YOUR CLASSROOMS, LABORATORIES, AND/OR SHOPS ADEQUATELY FURNISHED AND EQUIPPED?	1	2	3	4	5

KEY: 1) YES 2) NO

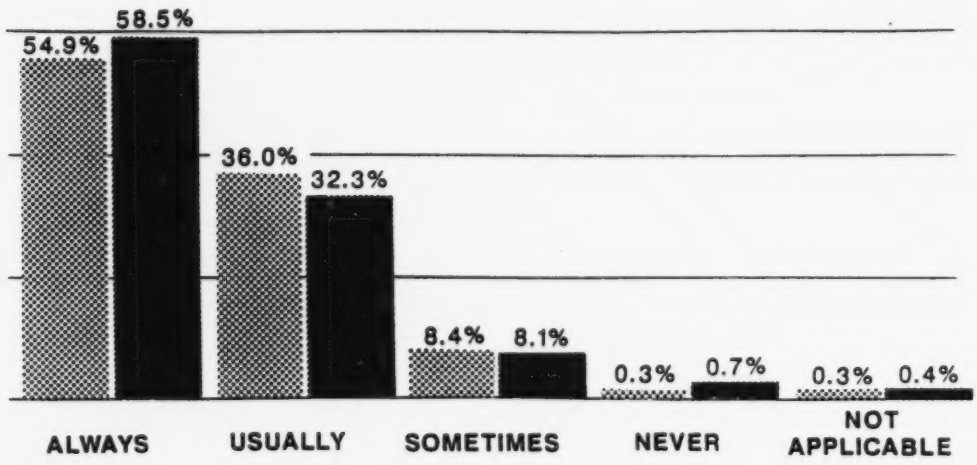
11.	ARE THE COSTS AT LCC REASONABLE?	1	2

KEY: 1) EXCELLENT 2) GOOD 3) AVERAGE 4) FAIR 5) POOR

12.	OVERALL, HOW DO YOU RATE THE QUALITY OF YOUR LANSING COMMUNITY COLLEGE INSTRUCTION?	1	2	3	4	5

LANSING COMMUNITY COLLEGE

Question 1: Do Your Instructors Seem To Care About Your Learning?



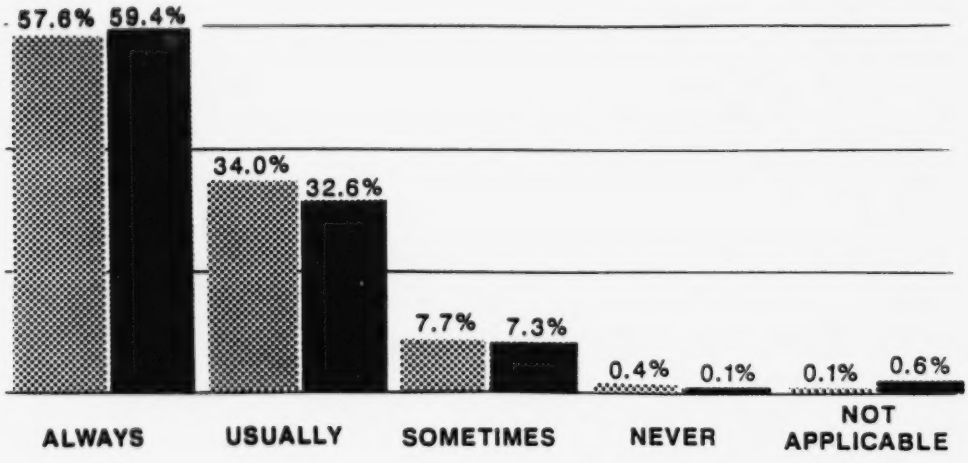
Source: QUALITY ASSURANCE TELEPHONE SURVEYS

Fall Term, 1988, Students

Fall Term, 1989, Students

LANSING COMMUNITY COLLEGE

Question 2: Are Your Instructors Well Prepared To Teach Their Subjects?



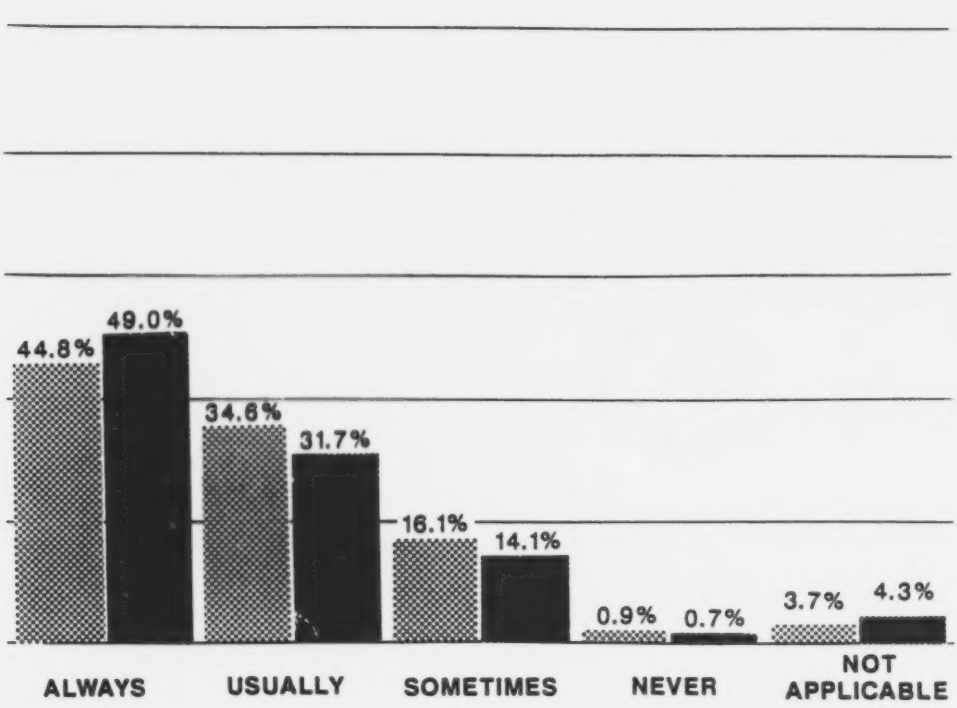
Source: QUALITY ASSURANCE TELEPHONE SURVEYS

Fall Term, 1988, Students

Fall Term, 1989, Students

LANSING COMMUNITY COLLEGE

Question 3: Do Your Courses at LCC Challenge You To Solve Problems?



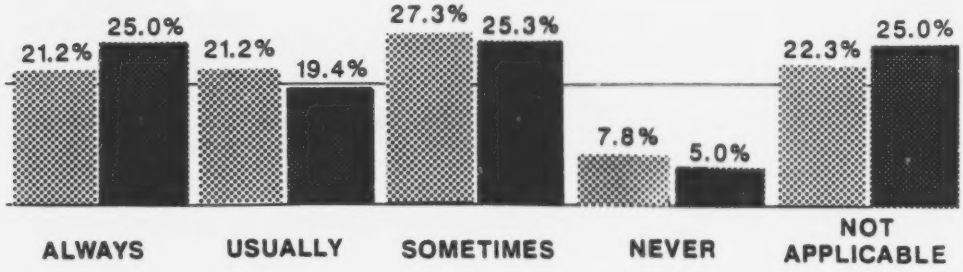
Source: QUALITY ASSURANCE TELEPHONE SURVEYS

Fall Term, 1988, Students

Fall Term, 1989, Students

LANSING COMMUNITY COLLEGE

Question 4: Is Writing Emphasized in Most of Your Classes?



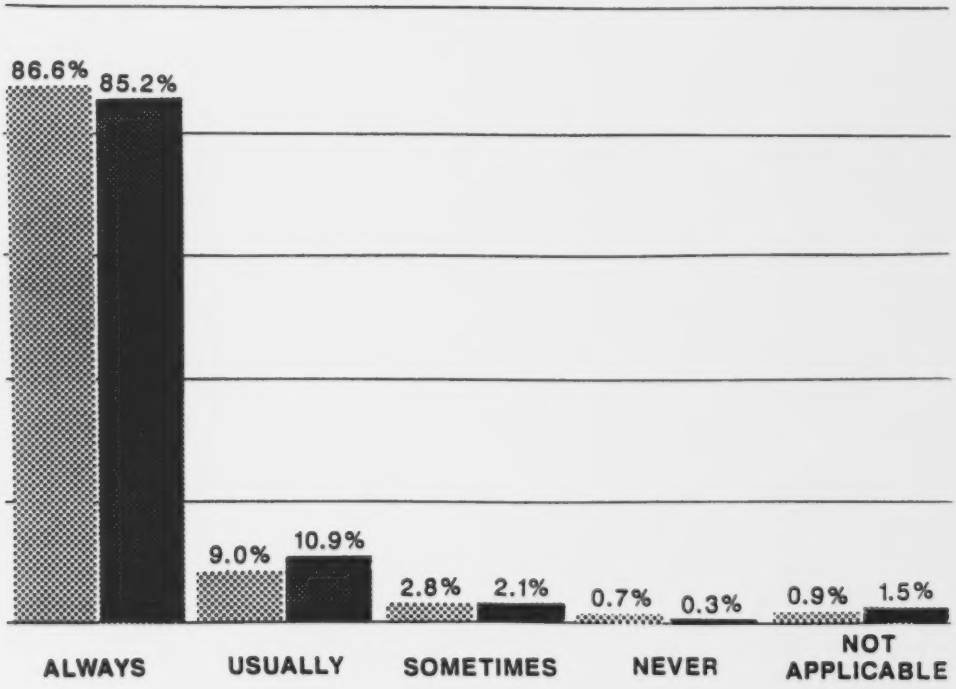
Source: QUALITY ASSURANCE TELEPHONE SURVEYS

Fall Term, 1988, Students

Fall Term, 1989, Students

LANSING COMMUNITY COLLEGE

Question 5: Do Your Instructors Review the Course Syllabus or Outline at the Beginning of the Term?



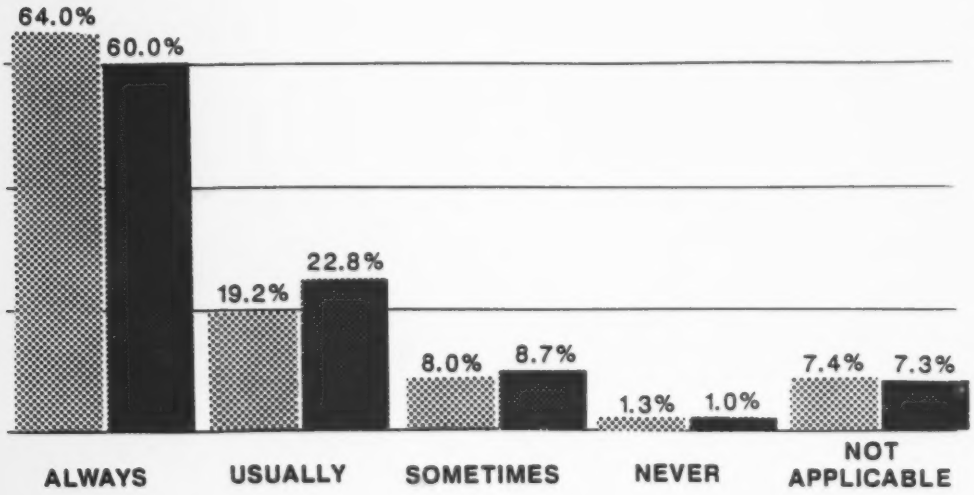
Source: QUALITY ASSURANCE TELEPHONE SURVEYS

Fall Term, 1988, Students

Fall Term, 1989, Students

LANSING COMMUNITY COLLEGE

Question 6: Were Your Textbooks Available at the Beginning of the Term?



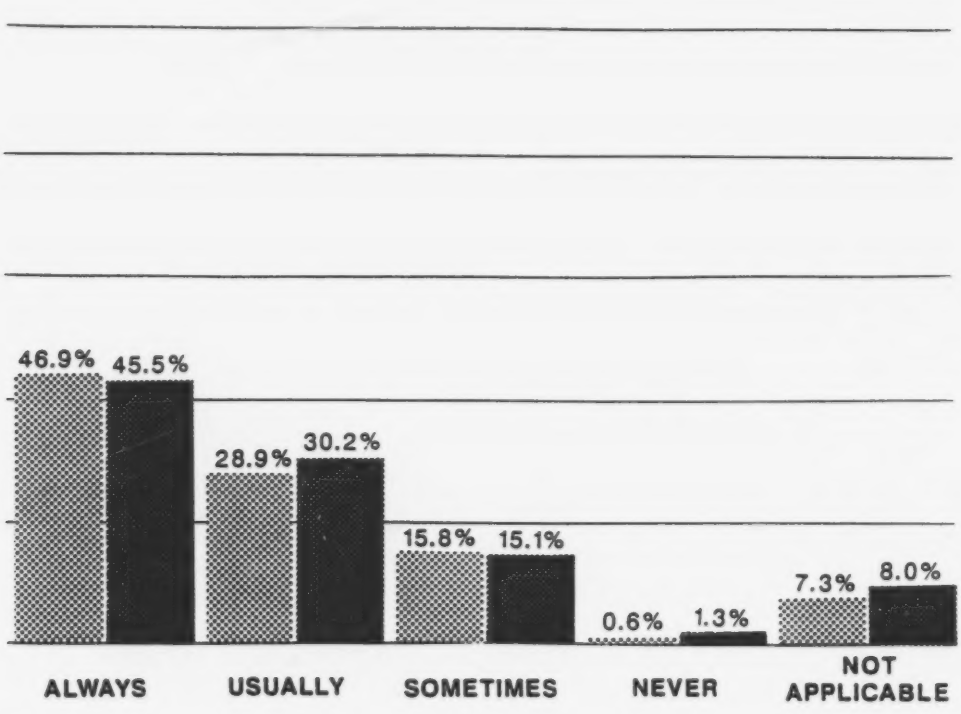
Source: QUALITY ASSURANCE TELEPHONE SURVEYS

Fall Term, 1988, Students

Fall Term, 1989, Students

LANSING COMMUNITY COLLEGE

Question 7: Do You Find Your Textbooks Appropriate and Valuable in Your LCC Classes?



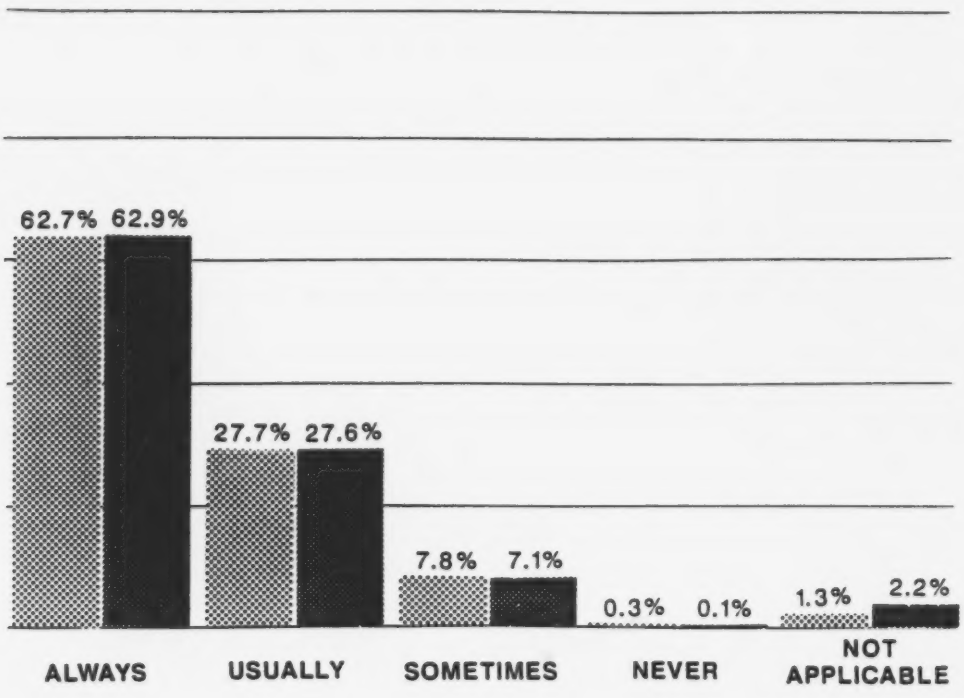
Source: QUALITY ASSURANCE TELEPHONE SURVEYS

Fall Term, 1988, Students

Fall Term, 1989, Students

LANSING COMMUNITY COLLEGE

Question 8: Do Your Courses at LCC Challenge You to Think?

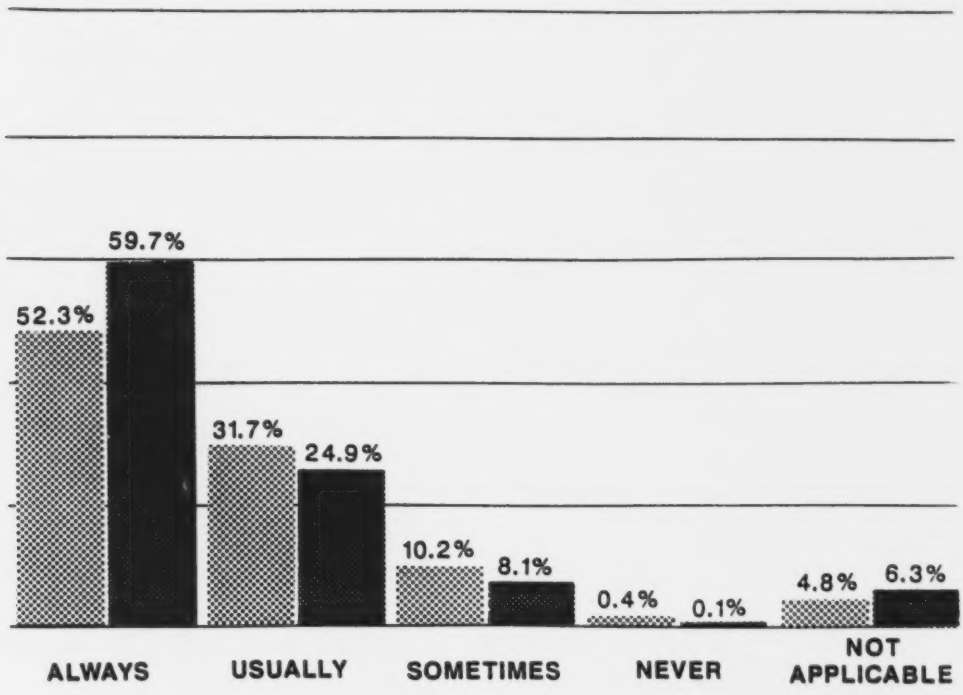


Source: QUALITY ASSURANCE TELEPHONE SURVEYS

Fall Term, 1988, Students

Fall Term, 1989, Students

Question 9: Do Your Courses and Programs Prepare You to Continue Your Academic Work or Meet Your Vocational Goals?



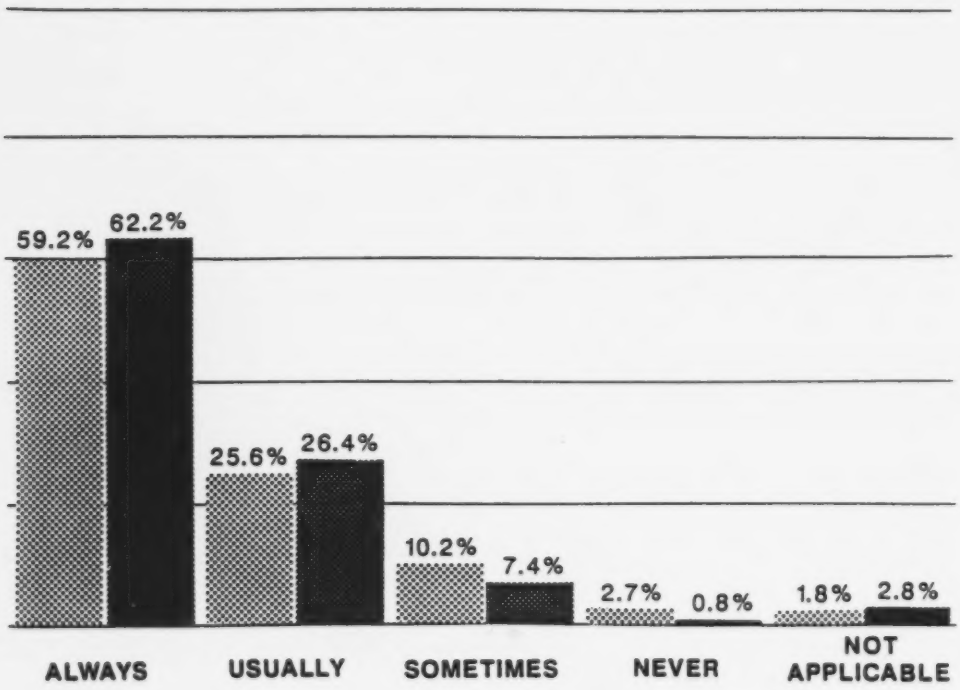
Source: QUALITY ASSURANCE TELEPHONE SURVEYS

Fall Term, 1988, Students

Fall Term, 1989, Students

LANSING COMMUNITY COLLEGE

Question 10: Are Your Classrooms, Laboratories, and/or Shops Adequately Furnished and Equipped?



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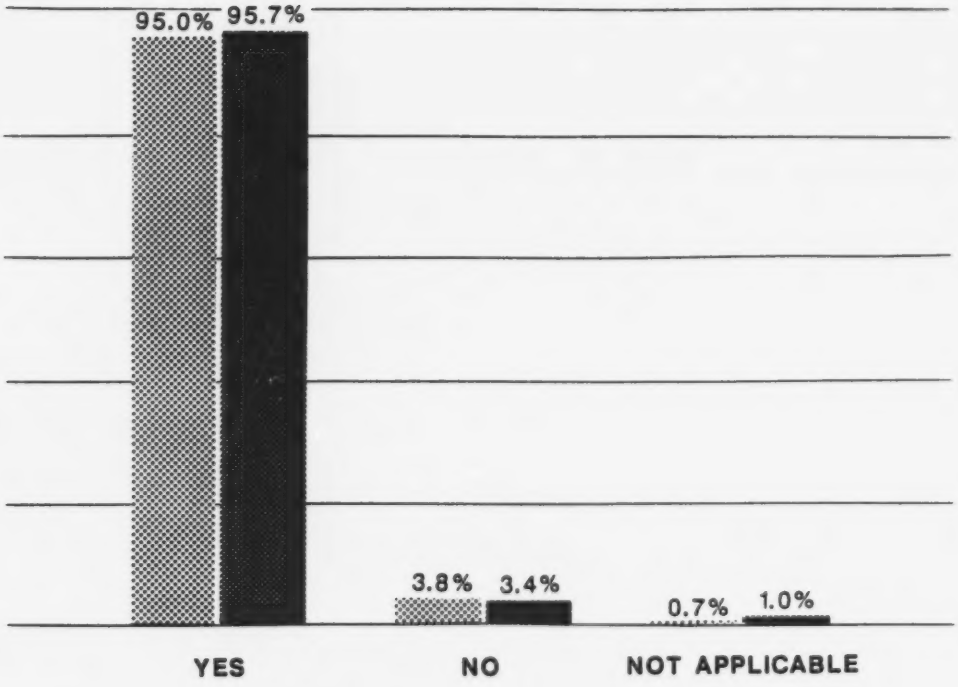
Fall Term, 1988, Students

Fall Term, 1989, Students

LANSING COMMUNITY COLLEGE

Question 11: Are the Costs at LCC Reasonable?



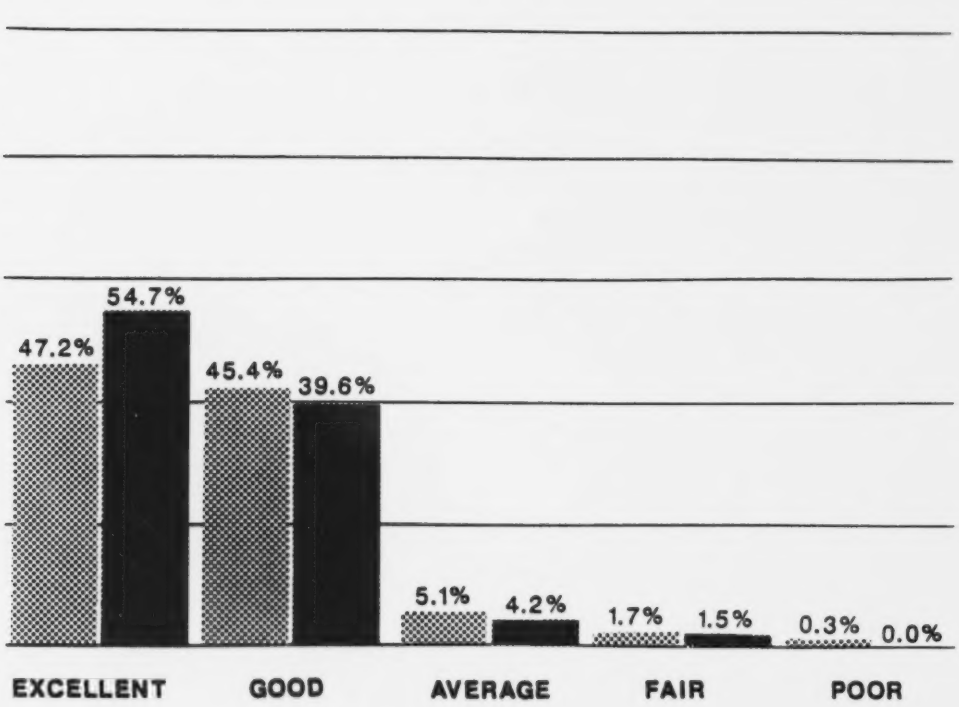
Source: QUALITY ASSURANCE TELEPHONE SURVEYS

Fall Term, 1988, Students

Fall Term, 1989, Students

LANSING COMMUNITY COLLEGE

Question 12: Overall, How Do You Rate the Quality of Your Lansing Community College Instruction?



Source: QUALITY ASSURANCE TELEPHONE SURVEYS

Fall Term, 1988, Students

Fall Term, 1989, Students

APPENDIX 5

TELEPHONE SURVEYS OF TRANSFER STUDENTS

LANSING COMMUNITY COLLEGE

QUALITY ASSURANCE TELEPHONE SURVEYS

Telephone Surveys of 1988-89 and 1989-90 Lansing Community College Students Transferred to Michigan State University

Lansing, Michigan 48910
Telephone: (517) 483-1848
Fax: (517) 483-1854

OFFICE OF THE VICE PRESIDENT FOR
ADMINISTRATION AND QUALITY ASSURANCE

April 30, 1990

LANSING COMMUNITY COLLEGE

M E M O R A N D U M

April 30, 1990

To: Dale M. Herder, V.P. for Administration and Quality Assurance

From: VanThuy N. Glynn, Coordinator of Research and Special Projects

Subject: Quality Assurance Telephone Survey--Transfer Students, Spring, 1990

Attached are the results and graphs depicting comparative data gathered in a telephone survey of our transfer students at Michigan State University, Spring term, 1990. The telephone survey of transfer students was conducted April 4-6, 1990. For detailed results and graphs of the telephone survey of transfer students in Spring term, 1989, please refer to Quality Assurance Report, June 15, 1989.

Background

This Survey of L.C.C. Transfer Students who are now studying at Michigan State University is a component of three Quality Assurance Surveys that are conducted annually. The purpose of this Transfer Students Survey is to provide data-based indicators of institutional effectiveness viewed from the perspective of former LCC students.

Methodology

The methodology used in this survey is the same as that used in last year's survey:

Student List

- a complete list with names and telephone numbers of students who transferred from Lansing Community College, and who are currently enrolled--as of Spring Term, 1990--at Michigan State University was obtained from MSU's Registrar's Office; students included in this list were admitted as transfer students in the Fall term of 1989.

- the total universe of this group is: 443.

Questionnaire Form

- a telephone survey coding sheet for each student was generated by computer, containing 10 questions with coding information for answers to be circled by the caller.

- the 10 questions are the same as used in last's year survey; they focused on student satisfaction in the various subject areas in which they have taken courses as preparation for transfer.

Telephone Survey

- calls were made to all 443 students; a systematic callback procedure was implemented for callers to make second and third attempts to reach students.

- telephone calls were made by experienced telephone registration operators in accordance with the schedule below:

Wednesday	April 4 (1:30-4:00 p.m.; 7:00-9:00 p.m.)
Thursday	April 5 (9:00-11:30 a.m.; 1:30-4:00 p.m.; 7:00-9:00 p.m.)
Friday	April 6 (9:00-11:30 a.m.; 1:30-4:00 p.m.)

Results

A total of 246 students out of the total of 443 were reached (55.5%); 230 of them participated in the survey (93.5% of the students reached) and 16 chose not to answer (6.5%).

A two-year comparison of the responses, rating the subject areas either "excellent" or "good," reveals the following changes:

	1989 SURVEY	1990 SURVEY	CHANGE
1. Writing courses (including Writing courses in Technology and Applied Sciences and Business Divisions, see list below)*	89.0%	87.0%	-2.0%
2. Mathematics courses	87.6%	92.1%	+4.5%
3. Science courses	79.8%	88.8%	+9.0%
4. Social Science courses	81.8%	82.4%	+0.6%
5. Humanities courses	72.4%	83.2%	+10.8%
6. Technology courses	82.7%	81.8%	-0.9%
7. Business courses	86.4%	87.6%	+1.2%
8. Media and Arts courses	85.8%	88.7%	+2.9%
9. Overall Quality of Instruction at LCC	94.3%	94.6%	+0.3%
10. Rating of satisfaction with the number of courses that transferred (either "very satisfied" or "satisfied")	91.5%	92.9%	+1.4%

The data presented in this Survey of Transfer Students, together with the other two telephone surveys--Survey of Graduates and Survey of Fall Term Students--once again confirm our commitment to assuring quality education and training for our students and clients.

The raw data and students' comments made during this recent survey are available in my office for your and public review.

*List of Writing Courses:

Writing courses in the **Technology and Applied Sciences Division:**

TEC 102 Industrial Communications
TEC 203 Technical Report Writing

Writing courses in the **Business Division:**

AIB 102 Effective English
AIB 105 Effective English II
SL 170 Effective Business Writing

BUS 110 Business English Basics Review
BUS 125 Business English
SL 102 Applied Business English

MGT 238 Written Communications for Business
MKT 225 Written Communications for Business
AIB 104 Written Communications for Bankers
MKT 227 Writing Communications Workshop

MGT 379 The Write Words
MGT 397 How To Improve Writing Skills
LAW 121 Legal Writing

Attachments.

TRANSFER STUDENT TELEPHONE SURVEY

337-7067 ABBOTT GREGORY L

____ NO ANSWER/WILL TRY AGAIN ____ 2ND TRY ____ 3RD TRY

____ ANSWERED/BUSY (CALL BACK: _____ AM _____ PM)

____ ANSWERED/REFUSED TO RESPOND ____ WRONG NUMBER ____ MOVED

____ RECORDING ____ DISCONNECTED (_____) _____ - _____ NEW NUMBER

KEY: 1) EXCELLENT 2) GOOD 3) AVERAGE 4) FAIR 5) POOR 6) NOT APPLICABLE

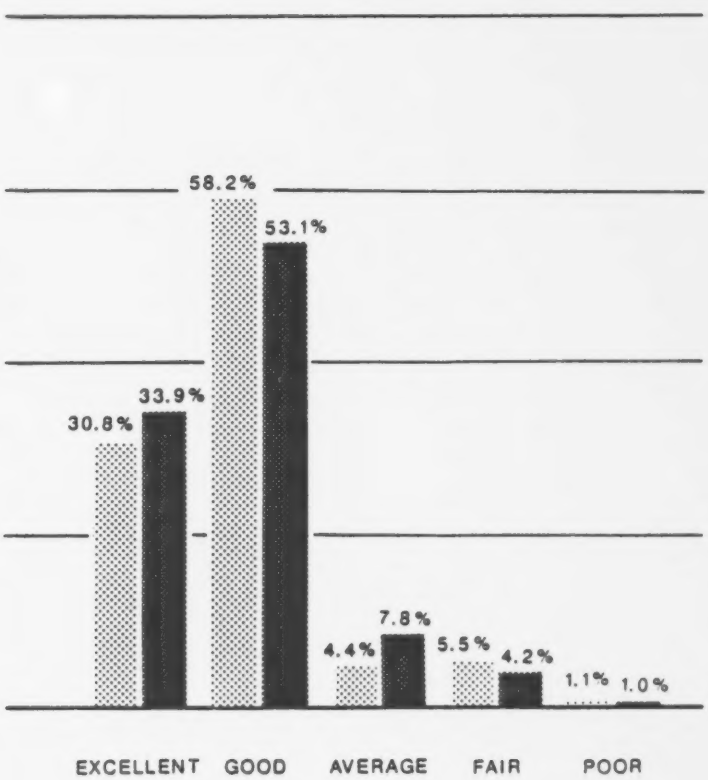
1.	HOW DO YOU RATE THE QUALITY OF THE WRITING COURSES YOU TOOK AT L.C.C. AS PREPARATION FOR TRANSFER TO MICHIGAN STATE UNIVERSITY?	1	2	3	4	5	6
2.	HOW DO YOU RATE THE QUALITY OF THE MATHEMATICS COURSES YOU TOOK AT L.C.C. AS PREPARATION FOR TRANSFER TO MICHIGAN STATE UNIVERSITY?	1	2	3	4	5	6
3.	HOW DO YOU RATE THE QUALITY OF THE SCIENCE COURSES YOU TOOK AT L.C.C. AS PREPARATION FOR TRANSFER TO MICHIGAN STATE UNIVERSITY?	1	2	3	4	5	6
4.	HOW DO YOU RATE THE QUALITY OF THE SOCIAL SCIENCE COURSES YOU TOOK AT L.C.C. AS PREPARATION FOR TRANSFER TO MICHIGAN STATE UNIVERSITY?	1	2	3	4	5	6
5.	HOW DO YOU RATE THE QUALITY OF THE HUMANITIES COURSES YOU TOOK AT L.C.C. AS PREPARATION FOR TRANSFER TO MICHIGAN STATE UNIVERSITY?	1	2	3	4	5	6
6.	HOW DO YOU RATE THE QUALITY OF THE TECHNOLOGY COURSES YOU TOOK AT L.C.C. AS PREPARATION FOR TRANSFER TO MICHIGAN STATE UNIVERSITY?	1	2	3	4	5	6
7.	HOW DO YOU RATE THE QUALITY OF THE BUSINESS COURSES YOU TOOK AT L.C.C. AS PREPARATION FOR TRANSFER TO MICHIGAN STATE UNIVERSITY?	1	2	3	4	5	6
8.	HOW DO YOU RATE THE QUALITY OF THE MEDIA AND ARTS COURSES YOU TOOK AT L.C.C. AS PREPARATION FOR TRANSFER TO MICHIGAN STATE UNIVERSITY?	1	2	3	4	5	6
9.	OVERALL, HOW DO YOU RATE THE QUALITY OF YOUR LANSING COMMUNITY COLLEGE INSTRUCTION AS PREPARATION FOR TRANSFER TO MICHIGAN STATE UNIVERSITY?	1	2	3	4	5	6

KEY: 1) VERY SATISFIED 2) SATISFIED 3) NOT SATISFIED 4) NOT APPLICABLE

10.	ARE YOU SATISFIED WITH THE NUMBER OF COURSES THAT TRANSFERRED FROM L.C.C. TO MICHIGAN STATE UNIVERSITY?	1	2	3	4

LANSING COMMUNITY COLLEGE
Lansing. Michigan

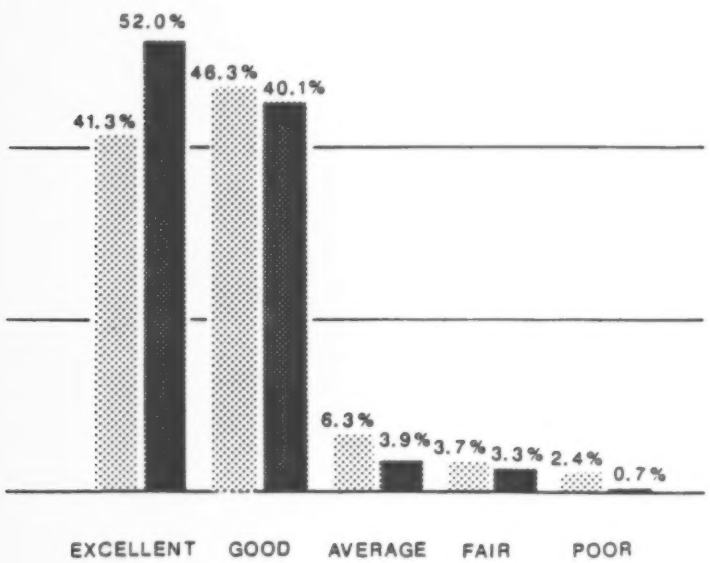
Question 1: How do you rate the quality of the Writing courses you took at LCC as preparation for transfer to MSU?



SOURCE: QUALITY ASSURANCE TELEPHONE SURVEYS

LANSING COMMUNITY COLLEGE
Lansing, Michigan

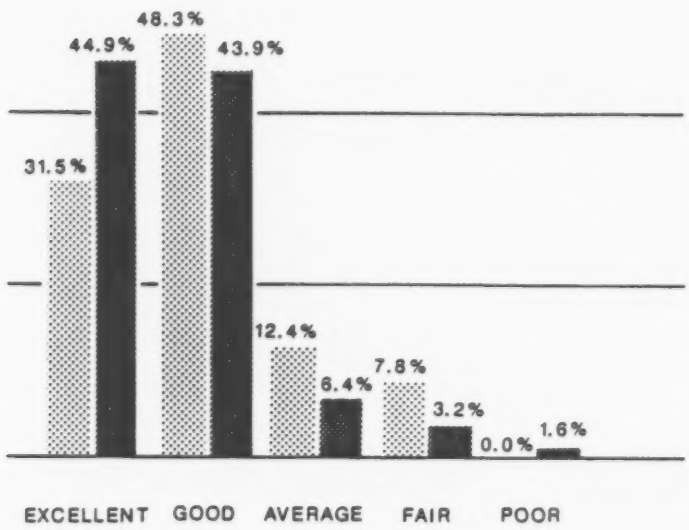
Question 2: How do you rate the quality of the Mathematics courses you took at LCC as preparation for transfer to MSU?



SOURCE: QUALITY ASSURANCE TELEPHONE SURVEYS

LANSING COMMUNITY COLLEGE
Lansing, Michigan

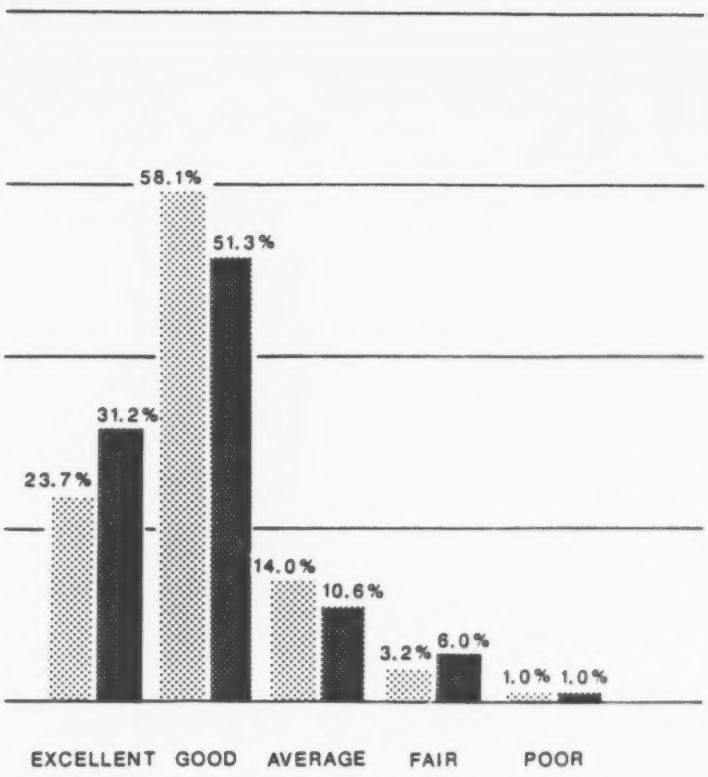
Question 3: How do you rate the quality of the Science courses you took at LCC as preparation for transfer to MSU?



SOURCE: QUALITY ASSURANCE TELEPHONE SURVEYS

LANSING COMMUNITY COLLEGE
Lansing, Michigan

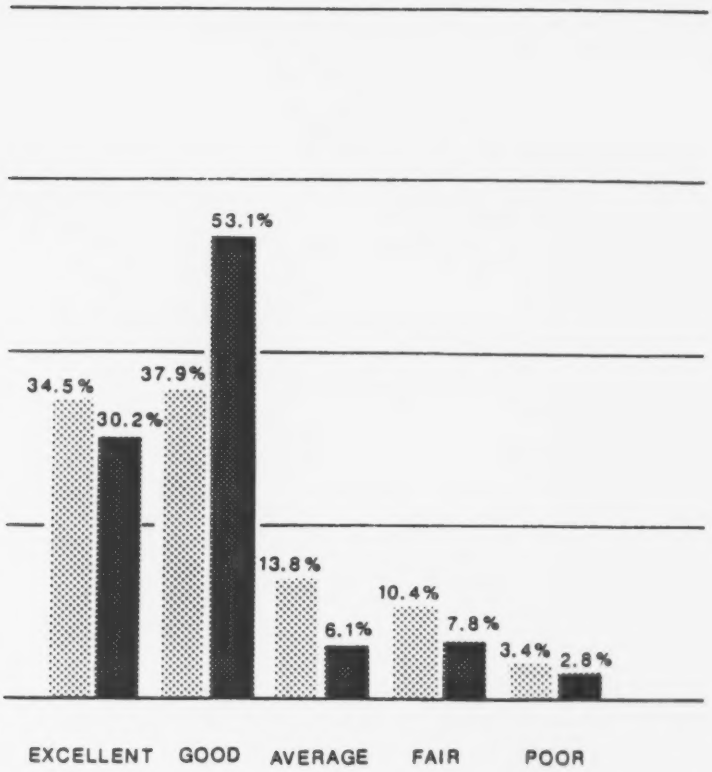
Question 4: How do you rate the quality of the Social Science courses you took at LCC as preparation for transfer to MSU?



SOURCE: QUALITY ASSURANCE TELEPHONE SURVEYS

LANSING COMMUNITY COLLEGE
Lansing, Michigan

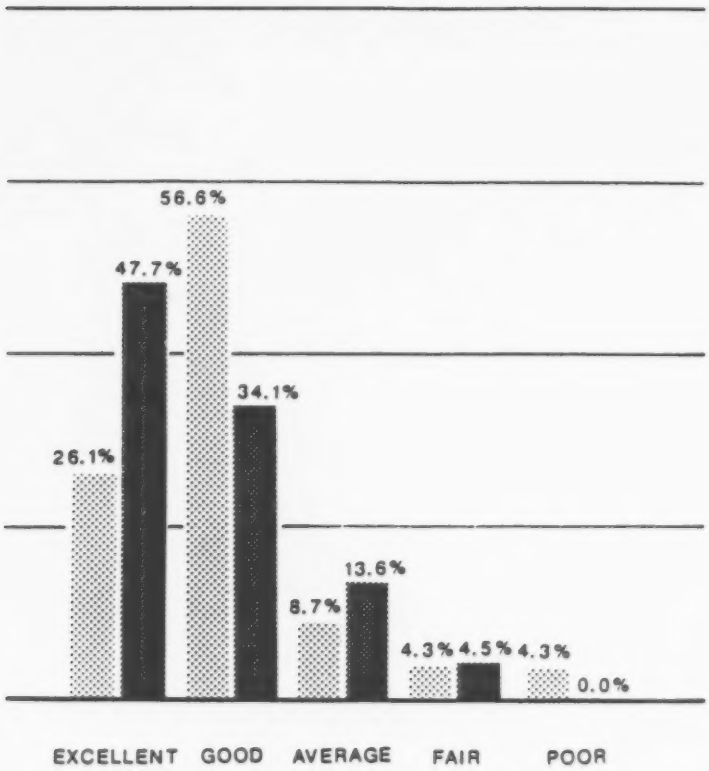
Question 5: How do you rate the quality of the Humanities courses you took at LCC as preparation for transfer to MSU?



SOURCE: QUALITY ASSURANCE TELEPHONE SURVEYS

LANSING COMMUNITY COLLEGE
Lansing, Michigan

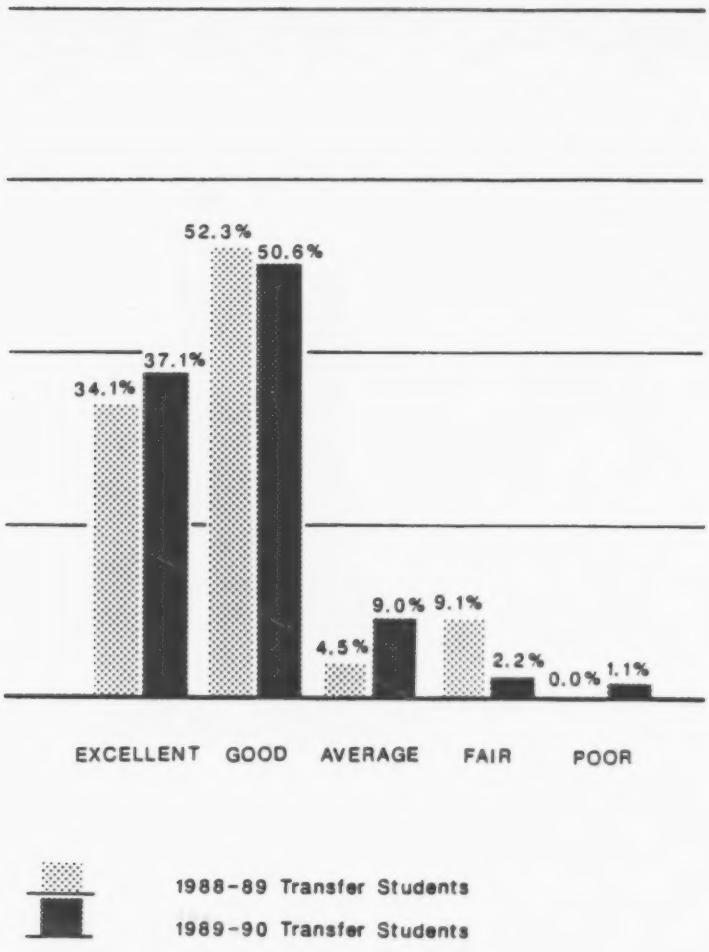
Question 6: How do you rate the quality of the Technology courses you took at LCC as preparation for transfer to MSU?



SOURCE: QUALITY ASSURANCE TELEPHONE SURVEYS

LANSING COMMUNITY COLLEGE
Lansing, Michigan

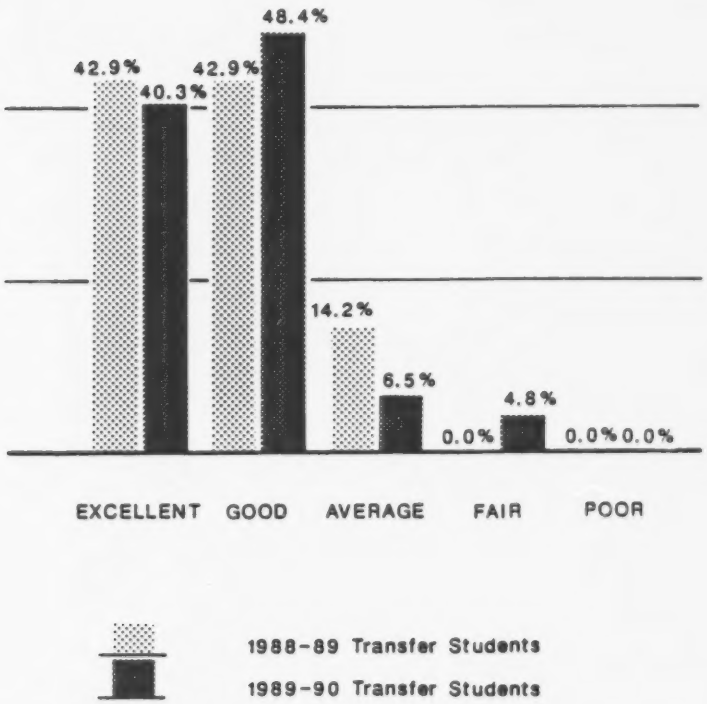
Question 7: How do you rate the quality of the Business courses you took at LCC as preparation for transfer to MSU?



SOURCE: QUALITY ASSURANCE TELEPHONE SURVEYS

LANSING COMMUNITY COLLEGE
Lansing, Michigan

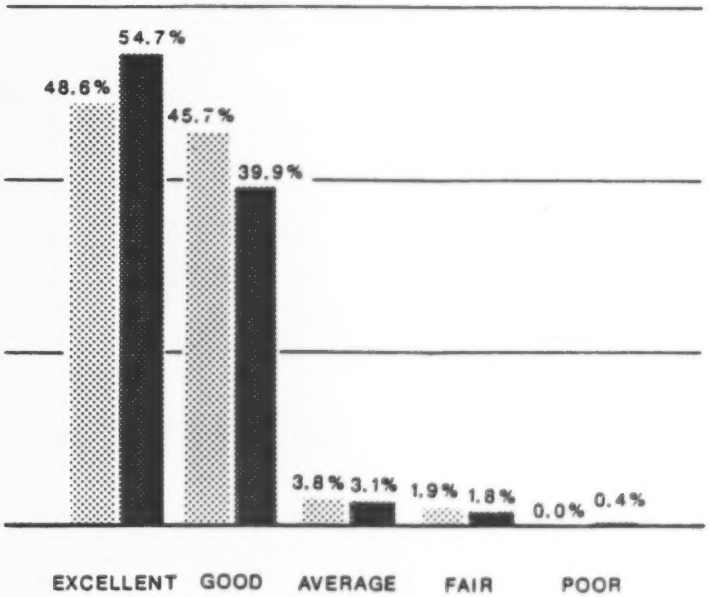
Question 8: How do you rate the quality of the Media and Arts courses you took at LCC as preparation for transfer to MSU?



SOURCE: QUALITY ASSURANCE TELEPHONE SURVEYS

LANSING COMMUNITY COLLEGE
Lansing. Michigan

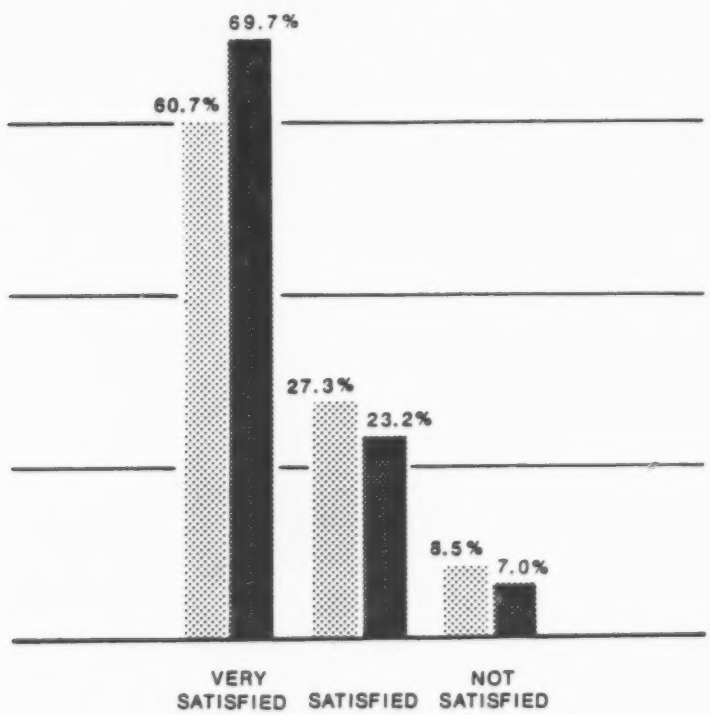
Question 9: Overall, how do you rate the quality of your LCC Instruction as preparation for transfer to MSU?



SOURCE: QUALITY ASSURANCE TELEPHONE SURVEYS

LANSING COMMUNITY COLLEGE
Lansing, Michigan

Question 10: Are you satisfied with the number of courses that transferred from LCC to MSU?



SOURCE: QUALITY ASSURANCE TELEPHONE SURVEYS

APPENDIX 6

COLLEGE-WIDE COURSE SYLLABUS SYSTEM

LANSING COMMUNITY COLLEGE
Lansing, Michigan 48901

ENG 203
COURSE CODE

INTRODUCTION TO PROSE
COURSE TITLE

COURSE SYLLABUS©

ARTS AND SCIENCES
DIVISION

HUMANITIES — 1 1 1 2
DEPARTMENT/PROGRAM — PRIME MAJOR/MINOR NUMBER

NOTE: This departmentally developed course syllabus is used by faculty and staff. Its contents will be stored in the college curriculum management information system and should be made available during the first week of class to students who have enrolled in the course.

INPUT FORM OP-AC 1/83, REVISED 9/85, 7/86, 3/89
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LANSING COMMUNITY COLLEGE
Lansing, Michigan 48901

COURSE SYLLABUS©

Revised May 22, 1990

COURSE CODE:	ENG 203
COURSE TITLE:	INTRODUCTION TO PROSE
DIVISION:	ARTS AND SCIENCES
DEPARTMENT:	HUMANITIES
PRIME NUMBER:	1112

COURSE INFORMATION

COURSE CREDITS:	4
COURSE CONTACT HOURS/TERM:	**LECTURE:** 44 hours/term **LABORATORY/SHOP:** Not used. **OTHER:** Not used.
READING LEVEL:	Reading progress scale level 4 (i.e., comprehend and retain information a college student is likely to encounter in the first year of classes).
PREREQUISITE:	WRI 122/ENG 122
TRANSFER POTENTIAL:	For transferability information, please consult The Transfer Equivalency List located in the Counseling Office, Room 232 Gannon-Vocational Technical Bldg. Telephone: (517) 483-1191.
RESPONSIBILITIES OF STUDENT:	**REQUIRED CLASS ATTENDANCE:** Students are expected to attend all scheduled classes. Specific attendance policies are determined by individual instructor. **REQUIRED COMPLETION OF ASSIGNMENTS:** All assignments are to be completed as scheduled by the individual instructors. **FOLLOWING REQUIRED SAFETY RULES:** Not used. **REQUIRED SPECIAL EQUIPMENT:** Not used. **OTHER(S):** Not used.

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June 5, 1990

INSTRUCTIONAL MATERIALS:

TEXTBOOK(S) REQUIRED: The instructor teaches titles of his or her own choice, but the following categories should be represented. Some treatment of non-western literature is strongly urged:

1] The classic epic in prose translation (exs: Iliad, Odyssey, Aeneid, Beowulf, Ramayana)

2] The romantic tale (exs: Boccaccio, Chaucer, James Fenimore Cooper, Hawthorne, Murasaki, Tale of Genji)

3] The modern novel (exs: DeFoe, Fielding, Henry James, Turgenev, Flaubert, Dostoevsky, Paton, Cry, the Beloved Country)

4] The satire (exs: Voltaire, Swift, Twain, P'u Sung-Ling, "The Seven Transformations of a student".

5] The biography or autobiography (exs: Franklin, John Stuart Mill, Boswell)

OTHER READING MATERIALS: To be determined by the instructor.

AUDIO-VISUAL MATERIALS: As determined by the instructor.

TOOL(S) AND EQUIPMENT: Not used.

STUDENT EVALUATION CRITERIA:

CLASS ATTENDANCE: As determined by the instructor.

CLASS DISCUSSION: As determined by the instructor.

PAPER(S): A 1500 word research paper will investigate a work suggested by the reading assignments.

PORTFOLIO(S): Not used.

QUIZZES: There will be regularly scheduled quizzes on writing assignments to encourage the student to complete reading assignments on time.

REPORT(S): As determined by the instructor.

MID-TERM EXAM: A mid-term exam will consist primarily of essay questions.

FINAL EXAM: A final exam will consist primarily of

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June 5, 1990

essay questions.

OTHER: Four to five exams on each prose selection consisting primarily of essay questions can be used instead of a mid-term and final.

GRADING SYSTEM [A]:

College Grading Standards		Recommended Guidelines for Student Grades
4.0	Excellent	4.0 91-100%
3.5	----	3.5 86-90%
3.0	Good	3.0 81-85%
2.5	----	2.5 76-80%
2.0	Satisfactory	2.0 71-75%
1.5	----	1.5 66-70%
1.0	Poor	1.0 60-65%
0.0	Failure	0.0 0-59%
P	Credit	
Z	No Credit	

GRADING SYSTEM [B]: The specific grading system used in this course is as follows:

STANDARD suggested:		
	Mid-term	25%
	Final	25%
	Quizzes	25%
	Research Paper	25%
	Total Grade	100%

COURSE CONTENT

COURSE DESCRIPTION: Introduces students to the epic in prose translation, the romance, the novel, and satire. Students will read representative selections ranging from Homer's The Odyssey to Chaucer's Canterbury Tales to Sinclair Lewis' Babbitt.

COURSE OBJECTIVES:

1. To provide general background on the development of prose fiction from translation of the epic form to the modern novel.

2. To identify, discuss, and write about the forms of writing generated in the development of prose fiction,

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Office of Research & Special Projects
June 5, 1990

including the classic epic, the romantic tale, the modern novel and the satire.

3. To be able to analyze various examples of the forms listed above and to express analyses verbally in class discussions and in writing on quizzes, papers, and exams.

4. To acquire an understanding of the historical backgrounds that produced the various forms in the development of prose fiction and to be able to define the vocabulary of each form.

5. To be able to identify themes and dilemmas in the historical period as they relate to the literature.

6. To be able to explicate the literature discussed in the development of prose fiction.

7. To develop students' ability to demonstrate through discussion and written assignments their ability to think critically about the period and the literature.

8. To be able the understand the literary and cultural legacies in the development of prose fiction.

9. To be able to relate the development of prose fiction to important trends in philosophy, religion, history, and arts.

10. To be able to place the development of prose fiction in the contest of world literature.

COURSE OUTLINE:

Although instructors may vary the amount of time spent on each segment in the development of prose fiction, the following forms will be covered:

Suggested Course Outline

Week 1	The Epic: Iliad, Odyssey, Aeneid, Beowulf Ramayana
Week 2	The Epic
Week 3	The Epic
Week 4	The Romance (Boccaccio, Chaucer, James Fenimore Cooper, Hawthorne, Muraski, Tale of Genji).
Week 5	The Romance

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Office of Research & Special Projects
June 5, 1990

Week 6	The Satire (Voltaire, Swift, Twain, P'u Sung-Ling, "The Seven Transformations of a Student."
Week 7	The Satire
Week 8	The Satire
Week 9	The Modern Novel (Henry James, Dostoevsky, Faulkner, Kesey, Golding, Paton, Cry, the Beloved Country
Week 10	The Modern Novel
Week 11	Four hours to be distributed throughout the term for exams.

ADDITIONAL INFORMATION: Not used.

SYLLABUS APPROVED: DATE: 5/23/89

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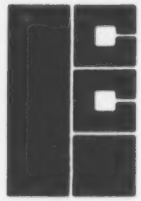
Office of Research & Special Projects
June 5, 1990

APPENDIX 7

STANDARDIZED STUDENT EVALUATION OF INSTRUCTION

LANSING COMMUNITY COLLEGE

STANDARDIZED STUDENT EVALUATION OF INSTRUCTION



Section Number						Term/ Year			Eval. No.	
0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9

DIVISION OF

COURSE

SECTION NO. TERM AND YEAR

INSTRUCTOR'S NAME

MARKING INSTRUCTIONS

- USE A NO. 2 PENCIL ONLY.
- DARKEN THE CIRCLE COMPLETELY.
- ERASE CLEANLY ANY MARKS YOU WISH TO CHANGE.
- DO NOT MAKE ANY STRAY MARKS ON THIS FORM.

Proper Marks ● ● ● ●

Improper Marks ⊗ ◔ ⊙ ◒

89

USE NO. 2 PENCIL ONLY

EVAL 1: (Rev. 4/89)

Printed in U.S.A. NCS Mark Reflex® MP81298-321 A2302

INSTRUCTIONS

Lansing Community College is committed to high standards of excellence in instruction. For many years students have assisted the College, as it seeks to improve instruction, by completing evaluation forms. It will take you only a few minutes to complete this form.

Your opinions will be reviewed by your instructor, Departmental Chairperson and Divisional Dean. The information received will not identify any student individually. **PLEASE DO NOT WRITE YOUR NAME OR STUDENT NUMBER ON THIS RESPONSE FORM.**

PLEASE RATE EACH STATEMENT ON A SCALE FROM 1 TO 5 AND HEAVILY BLACKEN THE APPROPRIATE CIRCLE IN THE ANSWER KEY WHICH BEST DESCRIBES YOUR RESPONSE. **A (1) INDICATES STRONG DISAGREEMENT AND A (5) INDICATES STRONG AGREEMENT. IF THE STATEMENT DOES NOT APPLY INDICATE (N/A).**

	ANSWER KEY					
	STRONGLY DISAGREE				STRONGLY AGREE	NOT APPLICABLE
1. The instructor explained the course objectives early in the term.	1	2	3	4	5	N/A
2. The instructor's assignments were clear.	1	2	3	4	5	N/A
3. The instructor has presented ideas or demonstrated skills clearly.	1	2	3	4	5	N/A
4. The content covered in this class has been related to course goals.	1	2	3	4	5	N/A
5. The grading system was clearly explained.	1	2	3	4	5	N/A
6. Exams or other graded material have been returned promptly.	1	2	3	4	5	N/A
7. I have been informed of my progress throughout the term.	1	2	3	4	5	N/A
8. The instructor has been willing to meet with and help students.	1	2	3	4	5	N/A
9. The instructor has been prompt in meeting the class.	1	2	3	4		
10. In this course I have felt free to ask questions.	1	2	3	4		
11. The instructor has been enthusiastic.	1	2	3	4		
12. Overall, the instructor is an effective teacher.	1	2	3	4		
13. I had a strong desire to take this course.	1	2	3	4		
14. (INSTRUCTOR OPTION QUESTION)	1	2	3	4		
15. (INSTRUCTOR OPTION QUESTION)	1	2	3	4		
16. (INSTRUCTOR OPTION QUESTION)	1	2	3	4		

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES

90